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 directly to the educational and life success of students.

AGENDA
Regular Meeting
Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310
Thursday, October 19, 2023

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to Corey Rosenberg at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our Boardbook page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. **Call to Order**
   - A. **Roll Call**
   - *Time: 9:00 AM*
   - B. **Board Member Reports**
   - *Time: 9:05 AM*
   - C. **Break**
   - *Time: 10:05 AM*
   - D. **Director's Report** **3**
   - *Time: 10:10 AM*
2. **Public Comment**

Time: 10:40 AM

   - A. The State Board of Education will hold space for virtual public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook. 30
3. **Consent Agenda**

Time: 11:10 AM

   - A. 2023-2024 Student Advisor Nominations 1715
   - B. 2023-2024 Teacher Advisor Nomination 1718
   - C. 2023-2024 Superintendent Advisor Nomination 1720
   - D. Alternate English Language Proficiency Assessment (Alt ELPA) Cut Score and Achievement Level Descriptor 1722
   - E. Science Instructional Materials Adoption 1766
   - F. Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's Foundations of Language and Literature 1774
4. **Adoptions**

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156| http://www.oregon.gov/ode/about-us

A. Suspension of the Assessment of Essential Skills through the 2027-2028 School Year: OAR 581-022-2115 1779
Time: 11:15 AM
Dan Farley, Office of Research, Assessment, Data, Accountability and Reporting

B. Senate Bill 283 Safe School Culture Grant: Temporary Rules 1825
Time: 11:35 AM
Carmen Xiomara Urbina, Office of the Director and Michael Elliott, Office of Finance and Information Technology

5. **First Readings**

A. House Bill 4030 Recruitment and Retention Grants Rule Repeal: OAR 581-017-0780 and 581-017-0790 1834
Time: 11:50 AM
Michael Elliott, Office of Finance and Information Technology

6. **Break for Lunch**

Time: 12:00 PM

7. **Adoptions (continued)**

A. Farm to School Technical Assistance Grant Rule Repeal: OAR 581-017-0448 1871
Time: 1:00 PM
Jessica Visinsky and Rick Sherman, Child Nutrition Team

B. Early Intervention/Early Childhood Special Education (EI/ECSE) Authorization 1880
Time: 1:05 PM
Lois Pribble, Kara Williams, and Holly Reed Schindler, Office of Enhancing Student Opportunities

C. Menstrual Dignity For Students: OAR 581-022-2515 1896
Time: 1:10 PM
Sasha Grenier and Susan Payne, Office of Teaching, Learning, and Assessment, and Emily Nazarov, Office of the Director

D. K-12 Health Standards Revision 1920
Time: 1:25 PM
Suzanne Hidde, Sasha Grenier, and Alexa Pearson, Office of Teaching, Learning, and Assessment

8. **First Readings (continued)**

A. Instructional Materials Accessibility: OAR 581-011-0087 and 581-022-2350 2053
Time: 1:40 PM
Aujalee Moore and Alexa Pearson, Office of Teaching, Learning, and Assessment

9. **Informational Reports**

A. Early Learning Transition Check In: A Collaborative Engagement with Community Update 2065
Time: 2:00 PM
Sody Fearn, Andrea Lockard and Dan Farley, Office of Research, Data, Accountability, and Reporting

10. **Adjourn**

Time: 2:20 PM

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156| http://www.oregon.gov/ode/about-us

Director's Update

Oregon State Board of Education

3

Dr. Charlene Williams

October 19, 2023

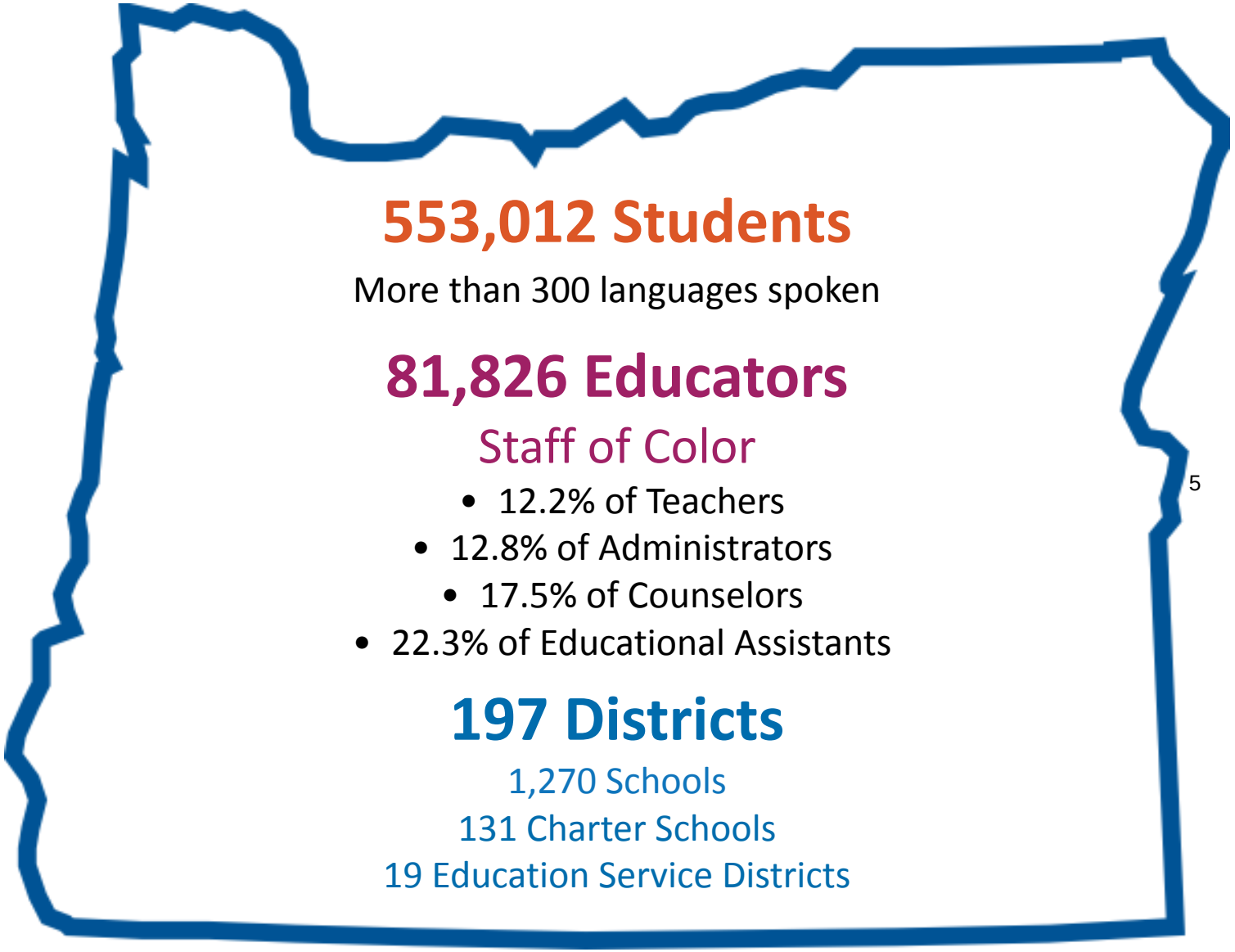
Overview

- Academic Excellence: Early Literacy
- Belonging and Wellness
- Reimagining Accountability

Who We Serve

"My vision is to make sure every child in Oregon is successful and has a safe place to receive a high-quality public education. I've seen firsthand how a positive student-teacher relationship can set a child on a successful path for the rest of their life. When we collaborate and build partnerships with students, educators and families we can advance equity and lead all students toward success."

- Dr. Charlene Williams



553,012 Students

More than 300 languages spoken

81,826 Educators

Staff of Color

- 12.2% of Teachers
- 12.8% of Administrators
- 17.5% of Counselors
- 22.3% of Educational Assistants

197 Districts

1,270 Schools

131 Charter Schools

19 Education Service Districts

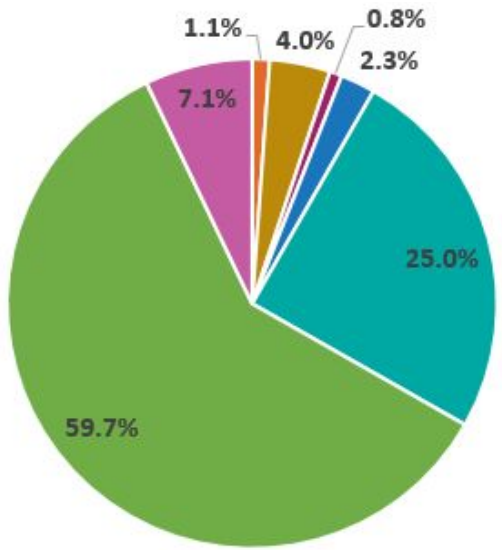
2022-23 Data

Who We Serve

Student Demographics

- Economically Disadvantaged: **74%**
- Ever English Learners: **18%**
- Unhoused/homeless: **3%**
- Mobile Students: **13.9%**
- Students with Disabilities: **15%**
- Lesbian, gay, bisexual, something else, or questioning*: **31.5%**
- Transgender, gender expansive, or questioning*: **8%**

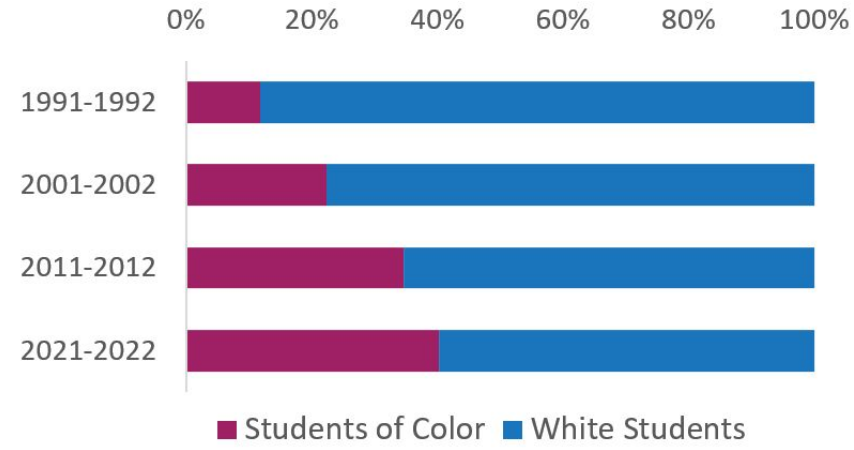
Race and Ethnicity†



- American Indian/ Alaska Native: **1.1%**
- Asian: **4.0%**
- Native Hawaiian/ Pacific Islander: **0.8%**
- Black/African American: **2.3%**
- Hispanic/Latino: **25.0%**
- White: **59.7%**
- Multi-Racial: **7.1%**

6

Oregon's Increasing Diversity



2022-23 Data

Oregon Department of Education

*According to the 2020 Oregon Student Health Survey

†Note: Data reported using federally defined race/ethnicity groups.

Academic Excellence: Early Literacy

7

The Oregon Department of Education, Education Service Districts, school districts, and public charter schools hold **an essential responsibility** to ensure **every child in Oregon** reads and writes with confidence and competence (ideally in more than one language).

HB 3198: Early Literacy Success Initiative

The Oregon Department of Education, Education Service Districts, school districts, and public charter schools hold **an essential responsibility** to ensure **every child in Oregon** reads and writes with confidence and competence (ideally in more than one language).

Three Components:

- ODE – Early Literacy Success School Grants
  - $90 million
- ODE – Early Literacy Success Community Grants
  - $2 million for Tribes | $8 million for CBOs
- DELC – Birth Through Five Literacy Plan
  - $10 million

This is the only statewide literacy legislation that we know of in the country that names as one purpose of legislation is that parents and guardians must be supported as full partners in their children's literacy development. This legislation is also unique in that most other legislation across the country focuses solely on what schools need to be doing, but not on how community and sovereign tribal nations can play an equally important role. HB 3198 names in legislation that the State must consult with tribes to develop rules and names the importance of their role both with early literacy and with language revitalization within indigenous communities.

9

ELSI Mission & Purpose

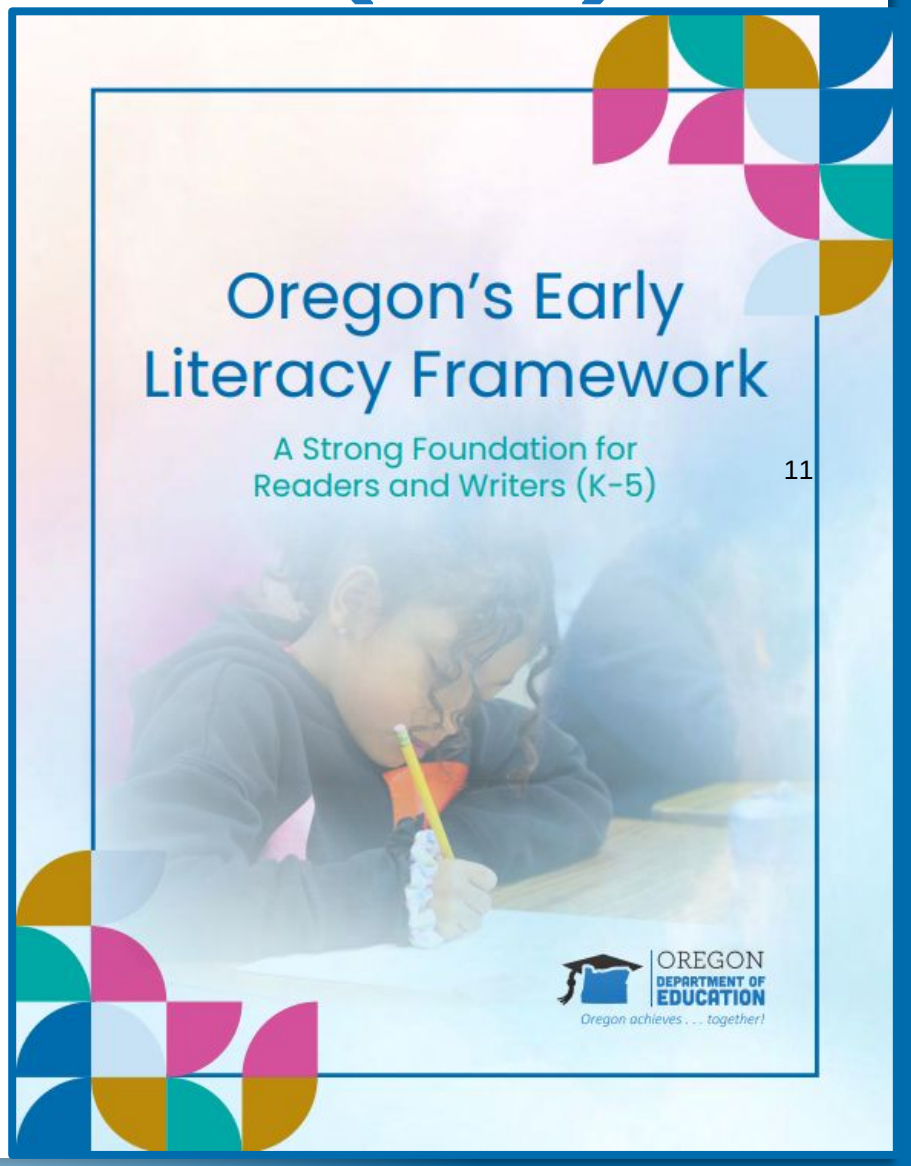
- **Increase early literacy** for children from birth to grade three;
- **Reduce literacy academic disparities** for student groups that have historically experienced academic disparities;
- **Increase support to parents and guardians** to enable them to be partners in the development of their children's literacy skills and knowledge; and
- **Increase access to early literacy learning** through support that is research-aligned, culturally responsive, student-centered and family-centered.

Oregon's Early Literacy Framework (K-5)

Oregon's Early Literacy Framework emphasizes core instructional practices that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including multilingual learners and students experiencing disabilities.

THE CORE PURPOSE OF THIS FRAMEWORK IS TO:

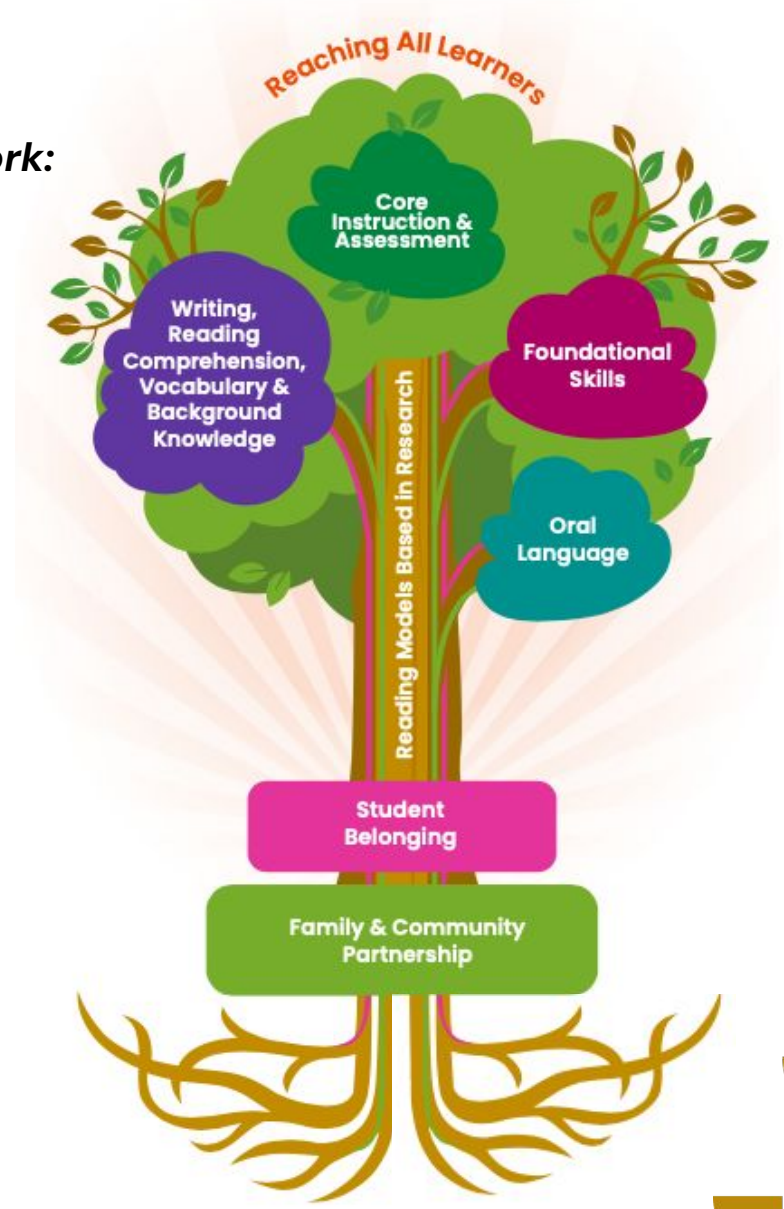
1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



Guiding Principles

The following principles guided the development of this Early Literacy Framework:

- **Early literacy begins at birth.**
- **Children are full of literary promise.**
- **Families and communities play an important role.**
- **Multilingualism benefits everyone.**
- **Foundational skills matter.**
- **Teacher knowledge and practice are critical.**
- **Every student can be taught to read and write.**



Welcome our New Literacy Director!!

Angelica Cruz, as the state's first Literacy Director, is charged to lead the state toward improved literacy outcomes while supporting culturally responsive, researched-aligned literacy practices. As Literacy Director, Angelica will oversee the successful implementation of the $90 million dollar Early Literacy Success School District Grant Program, designed to bring literacy learning into sharp focus for districts.

Early Literacy Success Initiative (HB 3198)

Early Literacy Success Tribal Grants

Early Literacy Success Community Grants

Early Literacy Success School District Grants*

Birth through Five Literacy Plan

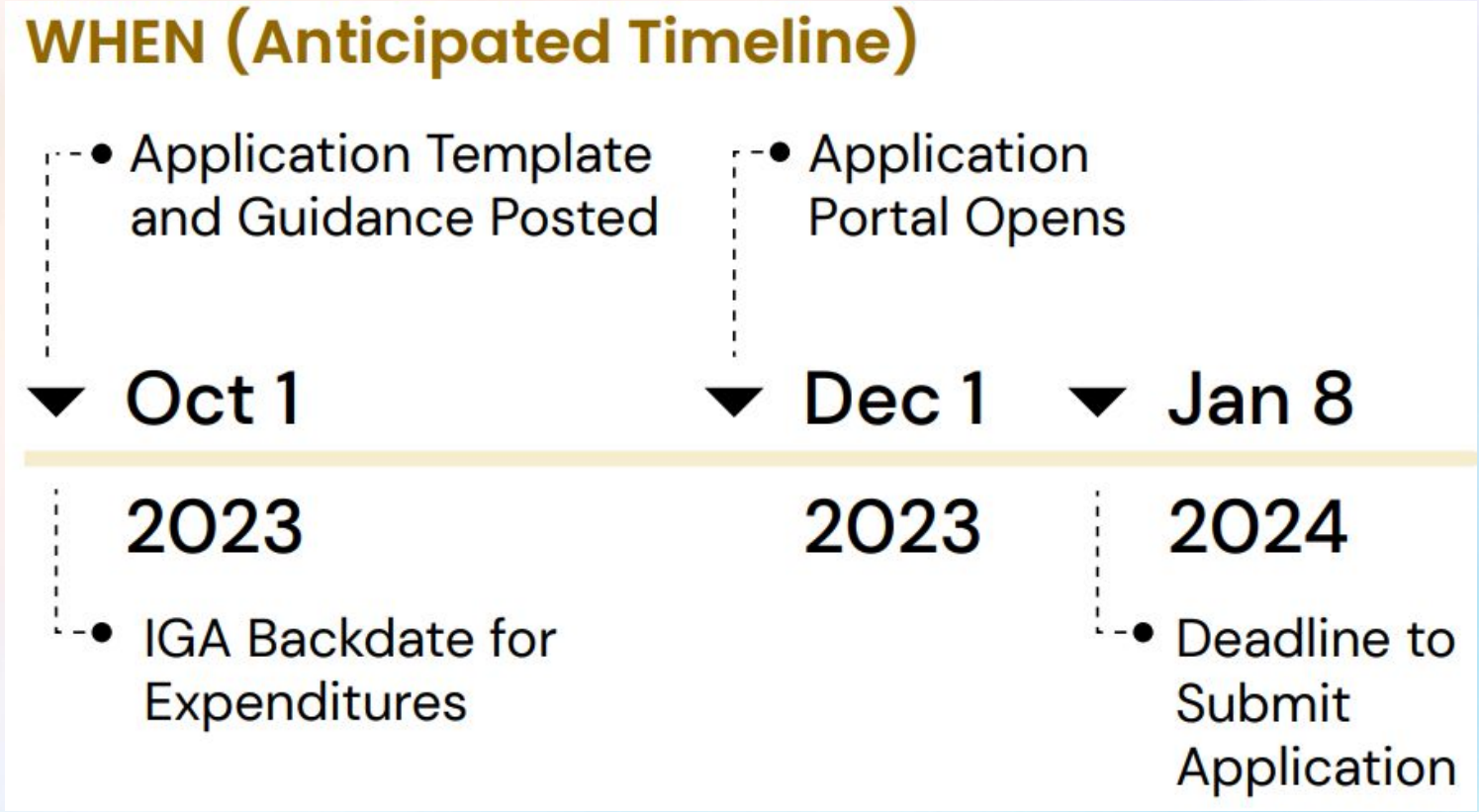
Rulemaking Scope

14

Inclusive of eligible public charter schools and consortia.

Applying & Reporting

Timeline & "Jumpstart" Year:



Early Literacy Success School District Grants*

OREGON
DEPARTMENT OF
EDUCATION

Reimagining Accountability

16

Accountability: History and Inflection Points

1965: Elementary and Secondary Education Act (ESEA) passed as part of a raft of Civil Rights legislation.

1975: Origins of IDEA (Individual with Disabilities Education Act)

1981-1988: A Nation At Risk Report, shift in state role

1989-2000: Standards-based reform

2001-2015*: NCLB, Test-Based Accountability, Competitive Grants Prescriptions

17

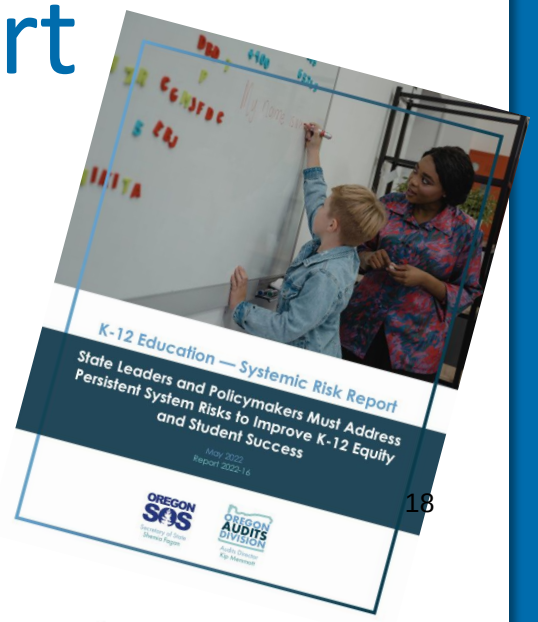
2015: Every Student Succeeds Act (ESSA), Oregon passess HB 3499

2019: Oregon's Student Succeeds Act - HB 3427

2023: Workgroup Review of Oregon's Accountability Framework (HB 2656)

Essential Question: What is a high-quality and meaningful education and who has responsibility to ensure that each and every student in each community is engaging in that kind of learning?

Secretary of State's Systemic Risk Report



18

Oregon has not sustained past improvement efforts

Taken together, the Student Success Act and Measure 98 comprise Oregon's fourth major K-12 improvement effort since the early 1990s.

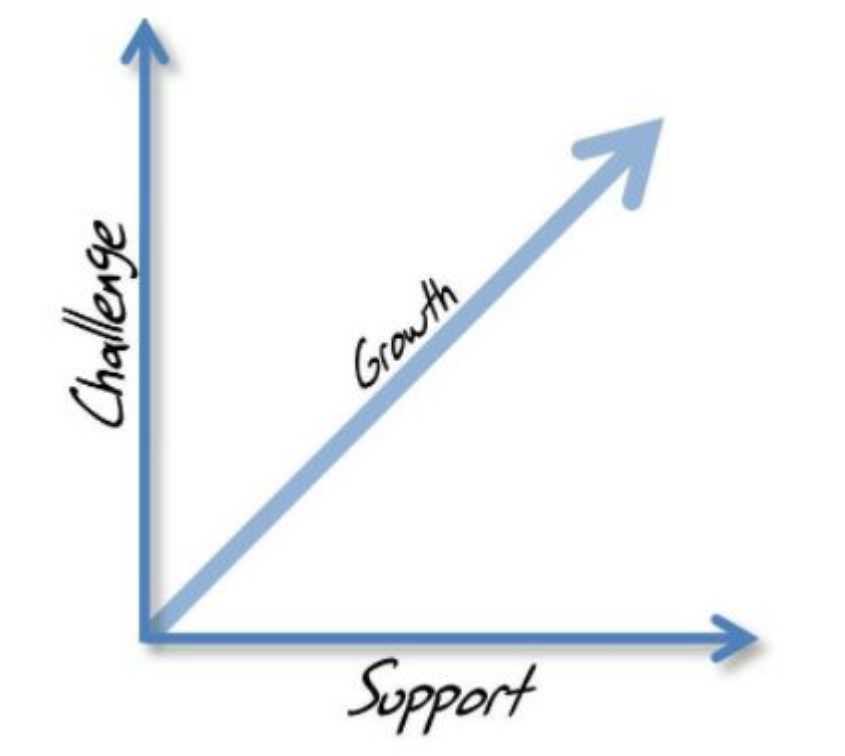
The previous three were all abandoned.

Suggested leadership actions

1. Closely track ODE's performance monitoring of grants and the agency's interventions when needed to support district or contractor success, including monitoring and intervention under the Student Success Act, and development of new Title I support and school improvement procedures. Clarify in statute where ODE's responsibility is weak or unclear.

2. Similarly, closely track work by ODE's new Office of Education Improvement and Innovation, including how the office is monitoring and measuring performance of districts and its own efforts to help districts.

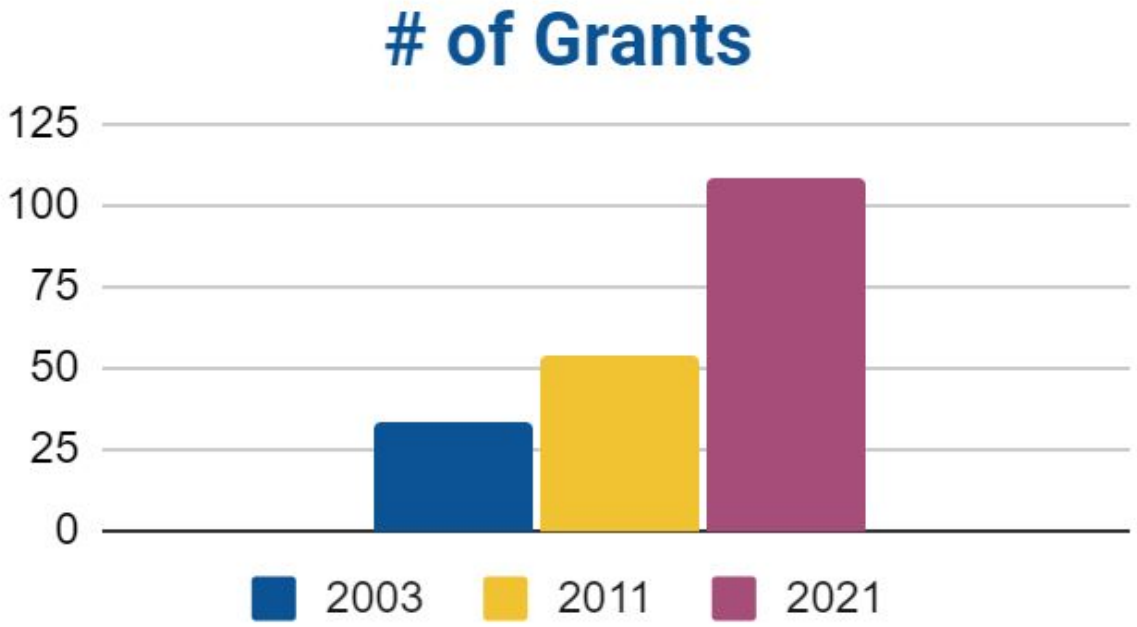
Accountability: Integrity with the Right Amount of Challenge and Support



ODE's constant challenge and priority is to balance offering steady and useful supports while being clear about the role ODE plays to monitor, evaluate and intervene where called to do so.

19

Rapid Growth in Grants and Theories of Change



- Grant programs expanded rapidly without coherent systems in place to administer them - from **34 grants in 2003 to over 108 grants by 2021**
- State grants **shifted from mostly competitive to mostly formula allocation**

2021-2023	Districts	ESDs
# Grants	61	29
# Requiring Comm Eng	33	20
# Requiring a Plan	26	19

20

Forty (40) other grants are distributed to a broad range of recipients

- CBOs
- Tribes
- Post-secondary
- Cities/counties
- Youth correction programs
- Early learning providers

Big Transition in Oregon School Leadership

64% turnover

21

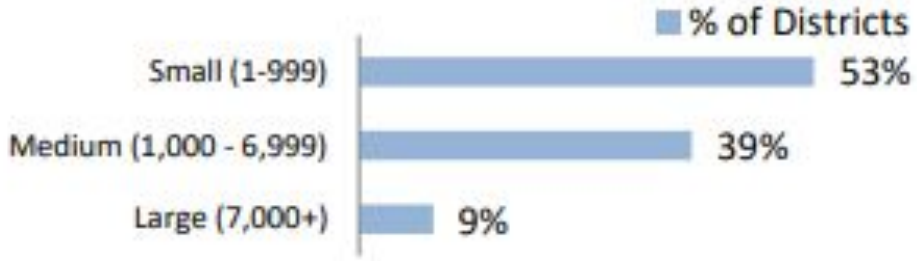
In the last three years, Oregon has seen new superintendents in 127 of 197 school districts.

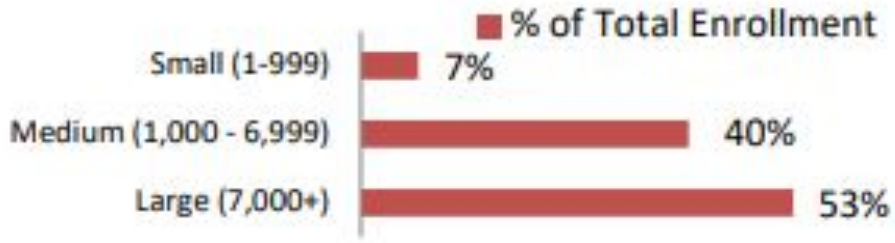
Most of Oregon's School Districts are Small

Percent of Oregon School Districts by Size of Student Enrollment

There are 197 School Districts in Oregon. The majority are small districts, comprised of less than 1,000 students total. However, the majority of students in Oregon attend large school districts, comprised of 7,000 or more students total.

22





HB 2656 (2023) calls for an advisory committee to expand/revise an accountability framework

Sponsors: Representative NATHANSON; Representatives BOWMAN, PHAM K, WALTERS, Senator SOLLMAN (at the request of Oregon Education Association)

What the measure does: Requires school districts to make available specified surveys administered by Oregon Department of Education and Oregon Health Authority. Requires school districts to provide notice and opportunity to review survey to parents or guardians at least five days prior to administration. Permits parents or guardians as well as students to decline participation in survey. Requires Superintendent of Public Instruction to convene advisory committee on expansion or revision of education accountability framework.

23

"The Superintendent of Public Instruction shall convene an advisory committee to explore options for expanding or revising the education accountability framework in this state. The advisory committee convened under this section must include representatives of school districts, teachers' unions and post-secondary institutions of education. The advisory committee convened under this section must review accountability programs in other states and make recommendations to the superintendent on the expansion or revision of the education accountability framework."

Belonging and Wellness

24

Proactive Approach

Professional Learning and Support for Educators

- Specialists
- Connection and care resources
- Safety and Prevention
- Standards (i.e. SEL, Ethnic Studies, THSH, Health)

25

Community Care

- Community Care Demonstration Project video
- Community Care Demonstration Project 2-pager
- Community Care Demonstration Project website

Intervention and Accountability

- ❑ Civil Rights Coordinators
- ❑ Complaint procedures

26

- ❑ Racial Justice Commission - Education Recovery Committee

Next Steps

NIGHTMARE FACTORY

OCTOBER

5-7 • 13-14 • 20-21 • 27-28 • 30-31

PITCH BLACK NOVEMBER 3-4

Oregon School for the Deaf | 999 Locust St. NE Salem Oregon

7-11 PM FRIDAYS AND SATURDAYS

7-10 THURSDAY[OCT. 5TH].

7-10 MONDAY[OCT 30TH] & TUESDAY [OCT 31].

TICKET BOOTH OPENS AT 6:30PM

BUY TICKETS NOW
CLICK HERE

TICKET ON SALE AT THE HAUNT

OR CALL 503-378-3827

GROUP RATES ARE AVAILABLE

503-378-3827

Questions?

29

ROSENBERG Corey * ODE

From: Andy Bergman <tomphilly349@yahoo.com>
Sent: Thursday, September 21, 2023 4:07 PM
To: StateBoard Public Email
Subject: ODE's plans to drop high school graduation requirements for essential skills proficiency through 2028

You don't often get email from tomphilly349@yahoo.com. Learn why this is important

Hello

I can't understand why you would want to eliminate essential skills proficiency through; currently the USA ranks 36 in education were as China is 1st. Looking at our state ranking, Oregon ranks among the 10 lowest in the country.
While the need for more STEM workers you are dumbing down our children in the name of equity, all the while foreign students will surpass us.

Thank You
A. Bergman
Sent from Mail for Windows

ROSENBERG Corey * ODE

From: Brian Whitacre <bwhitacre@gmail.com>
Sent: Thursday, September 21, 2023 9:42 AM
To: StateBoard Public Email
Subject: High school graduation requirements

You don't often get email from bwhitacre@gmail.com. Learn why this is important

Hello,

It is a travesty that you are trying to remove traditional high school graduation requirements. This will devalue our public education system and make our kids dumber. Please don't make this drastic mistake.

Brian Whitacre
Gresham, OR

ROSENBERG Corey * ODE

From: Deanna Nace <deexsocalygal@yahoo.com>
Sent: Saturday, September 23, 2023 6:51 AM
To: StateBoard Public Email
Subject: High-school graduation requirements

You don't often get email from deexsocalygal@yahoo.com. Learn why this is important

Oregon Statd Board of Education

Please do NOT drop high school graduation requirements for essential skills proficiency through 2028.

I am so tired of all these claims of systemic racism and bias being made without evidence. I want Oregon to stop following a Marxist ideology which focuses too much on race. Let's get back to traditional reading, writing, arithmetic, geography, & history.

Please prepare Oregonian teenagers so they can graduate High School having learned what's necessary for resumes, interviews, & skills for future employment and/or further education. Without it they're fish out of water.

Deanna Nace
Concerned Oregonian

Sent from Yahoo Mail - Master Your Inbox, Anywhere

ROSENBERG Corey * ODE

From: Eric Lea <eric.lea@redmondschools.org>
Sent: Thursday, September 21, 2023 12:54 PM
To: StateBoard Public Email
Subject: K-12 Health Education Draft Standards

You don't often get email from eric.lea@redmondschools.org. Learn why this is important

Good day Oregon Department of Education Directors,

I am writing to express my (as an individual, not as an expression of our Board as a whole) concerns with the currently proposed 2023 Health Education standards.

The standards as proposed are undisputedly controversial and have resulted in concerned feedback from multiple members of our district staff.

I feel these issues deserve resolution before any such guidance is formally adopted. Some issues worth consideration (this list is far from exhaustive):

- The references and resources utilized make no attempt at presenting a balanced perspective. The chosen resources demonstrate a clear bias. Promoting such bias, without consideration for alternate viewpoints damages the credibility of the entire system.

- One tenet of my campaign for the Redmond School Board was “Transparency”. Any suggestion of “partnership” or “collaboration” is without merit if we are not entirely transparent in all of our actions and decisions. Though these guidelines may have been available on the ODE website, they have not been published broadly. I have heard personally from several members of our district staff that they are concerned with how little effort has been made to notify the citizens of Oregon concerning these proposed changes. Public notification should be a top priority for decisions with such a direct impact upon our children. The source of the feedback received thus far is a further indication of too little public notice. The feedback is from professional teaching staff, not members of the general public, who largely remain uninformed concerning these proposed standards.

- The phrase “age appropriate” is used time and again. I think many citizens of this state feel the proposed curriculum is in some cases inappropriate across all ages, and in many cases inappropriate at the younger end of the spectrum. How does this fit with the “comprehensive” goal as stated? We should articulate clearly what we hope to achieve by promoting these concepts at ever-younger ages.

- Finally, and perhaps most importantly, we should ask, “To what question is this updated comprehensive guidance an answer?” Where were we failing, and what specific failures is this designed to address? What peer reviewed evidence is available that this guidance is in fact a solution to the problem? When we have not defined the problem, this is a difficult question to answer.

Eric S. Lea
Director,
Redmond School District Board of Directors

eric.lea@redmondschools.org

Important: Please do not reply or forward this email if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Emails on district business are governed by public records law.

ROSENBERG Corey * ODE

From: Felix Kindschuh <ikindschuh@pps.net>
Sent: Tuesday, October 10, 2023 3:54 PM
To: ODE Health Education; StateBoard Public Email
Subject: In support of health standards draft

You don't often get email from ikindschuh@pps.net. Learn why this is important

To whom it may concern,

I am an elementary educator writing in support of the 2023 updates to ODE's Health Education Standards. In my last eight years working as a school professional, I have fielded many inquiries from students about health-related subjects, including questions about identity and relationships. While I provide insights based on best practices and my own knowledge base, I feel that it is important for students to have embedded opportunities to learn about their health, their bodies, and the ways they relate to the world during the school year.

I am appreciative of the efforts that have been made to be inclusive to all students, including those who may fall under the LGBTQ2SIA+ umbrella. I have seen backlash regarding some language, including that which is used to teach students comprehensive information around identity development and healthy relationships. Many people seem misinformed about both the content and the justification for the content surrounding gender identity and sexual/romantic orientation, and are under the impression that the health standards are teaching students developmentally-inappropriate content. From my perspective as an educational professional who has researched these content areas in both academic and professional contexts, there is nothing about the verbiage that is age-inappropriate for students to be learning in this draft.

Comprehensive, affirming health education has tremendous power. It can decrease the likelihood of negative or unwanted health outcomes, such as the development of STIs and teenage pregnancies. Learning medically accurate terminology for body parts and functions is important for young people: it gives them the tools to better understand how their body works, and supports health literacy across contexts. Comprehensive health education also provides opportunities for young people to learn about the world around them and the people within their immediate and greater communities.

While some community members feel negatively about the inclusion of content related to LGBTQ2SIA+ identity in comprehensive health education, it would be detrimental to students to restrict the information we provide to students around relationships and identity. The impacts of scaling back necessary and culturally relevant information around LGBTQ2SIA+ identity would disproportionately impact students from this community, many of whom have other intersecting sociocultural identities which would put them at greater risk for negative health outcomes. While community members who advocate for reduced information around LGBTQ2SIA+ identities may be misinformed and need their own comprehensive health education work, this is not the audience who these standards are written for: they are for health educators to understand how to best meet the needs of students. It is not sensible to adjust the standards of health education to meet the demands of a vocal minority of community members who are unwilling to acknowledge the diversity of human experience.

If we consider the social determinants of health identified by the CDC, we must acknowledge that comprehensive health education with inclusion of information related to LGBTQ2SIA+ identity supports the goals of improving accessible, high-quality educational opportunities and improving understanding of the social and community contexts in which we exist. It would be antithetical and counterproductive for an entity to remove information that is crucial for students' understanding of themselves and the world around them.

As an LGBTQ2SIA+ educator who did not receive comprehensive health education in my youth, I have spent the last decade of my adulthood wondering how things could have been if I had been given the tools I needed to understand my own identity. It is a burden on individuals, communities, and the systems we routinely encounter to deny the experiences of LGBTQ2SIA+ communities. For these reasons, I strongly encourage ODE to commit to providing comprehensive health education which is inclusive of LGBTQ2SIA+ identities.

--

Felix Kindschuh, MSW
Reading Educational Assistant, Boise-Eliot/Humboldt ES

ROSENBERG Corey * ODE

From: J Testerman <testermnj@gmail.com>
Sent: Thursday, October 5, 2023 4:20 PM
To: StateBoard Public Email
Subject: Public Comment - 2.A State Board of Education

You don't often get email from testermnj@gmail.com. Learn why this is important

I find it very disheartening for the Legislature to even think that suspending graduation standards for four more years is even being considered. Don’t you see what happened to the children during the lockdowns? The majority of them are struggling and are behind in the basic skills we all need in life. So now you still think it’s okay for them to continue being under-educated and that reading, writing and math skills are not necessary to succeed in the future. BS! Give our kids the education they need all the time and quit thinking you all know what’s best!

ROSENBERG Corey * ODE

From: Jana Romney <jana@opaldesigngroup.com>
Sent: Monday, October 9, 2023 7:47 PM
To: StateBoard Public Email
Subject: Please do not suspend graduation requirements

You don't often get email from jana@opaldesigngroup.com. Learn why this is important

Please do not suspend graduation requirements.

Sent from Gmail Mobile

ROSENBERG Corey * ODE

From: Jenny Withycombe <jwithycombe@pps.net>
Sent: Wednesday, October 4, 2023 10:11 AM
To: ODE Health Education
Cc: StateBoard Public Email
Subject: Thank You for Continuing to Support Our Youth

You don't often get email from jwithycombe@pps.net. Learn why this is important

While there are some components of the draft standards that are obvious steps backward - I continue to be grateful that Oregon supports the health and well being of our youth by focusing on inclusive and comprehensive laws, mandates, and standards. This is an indication that you are following the desires of our youth, best practice, science, etc. rather than the divisive, hateful, and damaging false rhetoric of fear mongers.

Positives:

- Kept the grade level performance indicators, but also consolidated them
- Kept skills based
- Designed in collaboration with the SEL standards
- Kept how to ID trusted adults beyond families - recognizing that some of our students do not have trusted adults in their home
- Food and nutrition standards seem much better
- Glad to see many ways to express gender in K+
- Kept medically accurate names for the body parts including genitals in K+
- Many types of families K+

So glad all of the above are included

Please Reconsider:

- I like the suggestion to focus on one skill but I don't think it should be focusing on one skill per grade level - instead it should be 1 skill per unit AND I don't like the idea of you choosing which skills we choose
- K.WHP.7 seems problematic since kinders and many young children do not have control over their ability to access clean air, water, food, etc.
- 3.SRH.2 should be present in K+
- Basically too many of the GD performance indicators are not showing up until 4th or 5th grade - that is WAY TOO LATE - puberty is beginning at a younger age for most students. Our job is to be preparatory and preventative! If we are not talking about menstruation until 4th or 5th grade and many teachers cover it at the END of the year! Then it is being taught to our students AFTER it starts. My youngest started her period at 8, my oldest started at 14. There is a range.

Finally:

- No one should be allowed to opt students out of ANY health education standards. The current selection of Oregon laws actively work against creating safer and more supportive environments for our youth. Further you allow parents to opt their students out of child sexual abuse prevention lessons even though family members and relatives are statistically more likely to be the perpetrator. So you allow the very person most likely to be an abuser to opt a child out of the very lessons that encourage the child to tell they are being abused. According to OAR 581-022-2050 (5) says: Any parent may request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2). Then ORS 336.035(2) says: Any district school board may

establish a course of education concerning sexually transmitted infections including recognition of causes, sources and symptoms, and the availability of diagnostic and treatment centers. Any such course established may be taught to adults from the community served by the individual schools as well as to students enrolled in the school. The board shall cause the parents or guardians of minor students to be notified in advance that the course is to be taught. Any such parent or guardian may direct in writing that the minor child in the care of the parent or guardian be excused from any class within the course. Any parent or guardian may inspect the instructional materials to be used before or during the time the course is taught. ORS 336.035(2) is specific to STIs and yet it is often applied broadly to ALL comprehensive sexuality (and growth and development and violence prevention and sexual and reproductive health) education. That kind of false interpretation is the coward's way out. This is public school that is for the public good. Then consider ORS 336.465 Examination of instructional material! I have no issue with letting parents review materials that will be used in the schools. Then in 1(b) it says, Inform parents or guardians in advance of any instruction on human sexuality or sexually transmitted infections, including human immunodeficiency virus, and give the parents or guardians an opportunity to review materials. At the same time, parents or guardians shall be informed that a pupil may not be required to take or participate in any instruction on human sexuality or human immunodeficiency virus if the pupil's parent or guardian, after having reviewed the materials, submits written objection to the school district. Do we allow students' parents to opt them out of math they don't like or science they do not believe in? If a parent does not believe in climate change should we let their student opt out? Why is human sexuality special? And how do you create a safe space if you allow schools to conflate human sexuality with gender? Many types of families? Child abuse prevention? That is a gross expansion of a law that should not exist and if it must exist should be VERY narrow. If the law MUST exist then it should apply only to body parts (ridiculous - but whatever), the sex act (oral, anal, vaginal), and STIs (also ridiculous). NO OPT OUTS OF GENDER INCLUSIVITY! That is anti-bias education and allowing opt outs of that content leaves our most vulnerable students (look at the data) even more vulnerable. It is not understating it to say it is life and death for our LGBTQIA2S+ students. If you are really about protecting Oregon students - opt outs should go or at the very least gender and abuse should NOT be content that can be opted out of.

I once again want to say that we are very lucky in Oregon to have a Department of Education that mostly does everything it can to ensure the health and well being of ALL of our students. I hope that you will consider these comments and make the necessary adjustments. This is an opportunity for our state to take a stance and prove that we really believe in ALL of our students.

Jenny Withycombe, PhD
She/Her
Assistant Director of Health and Adapted/Physical Education
Portland Public Schools
Academic Programs | Office of Teaching and Learning
Cell: 971-420-4246

ROSENBERG Corey * ODE

From: Kevin Conroy <kconroy@pps.net>
Sent: Thursday, October 5, 2023 4:15 PM
To: StateBoard Public Email
Subject: Upset at current draft of health standards

You don't often get email from kconroy@pps.net. Learn why this is important

To whom this may concern:

I am a middle school health educator with Portland Public Schools. I am astonished with the current draft of health standards. The lack of life skills and information in the current draft of standards makes me feel that the health curriculum is being gutted and dumbed down. Students, now more than ever, need health education to deal with the pressures and challenges of living in a digital world and recovering from the trama of the Covid Shutdown. I am against the current draft for all of these reasons.

Signed,
Kevin Conroy

--
Kevin Conroy (He/Him)
Health Teacher
Robert Gray Middle School

ROSENBERG Corey * ODE

From: Lucie Sorel <lusorel@pps.net>
Sent: Thursday, October 5, 2023 7:52 AM
To: ODE Health Education; StateBoard Public Email
Subject: New Draft Health Standards

You don't often get email from lusorel@pps.net. Learn why this is important

Hello,

I am a health teacher at Cleveland High School in Portland, OR.

I am in support of the new draft of the health standards and feel that this curriculum is what our students need to live healthier lives. As a teacher working directly with students, I see the impact it makes on their lives and strongly believe we have the skills necessary to teach students this information and skill set.

Thank you,
Lucie
--

Lucie Sorel
She/Her/Hers
Teacher
Cleveland High School
Health/9th +10th Grade Inquiry

ROSENBERG Corey * ODE

From: Lyndsey Mackenzie <lmackenzie1@pps.net>
Sent: Sunday, October 8, 2023 9:41 PM
Cc: ODE Health Education; StateBoard Public Email
Subject: Oregon Health Standards Public Comment from PPS MS Health Teacher

You don't often get email from lmackenzie1@pps.net. Learn why this is important

To Whom it May Concern,

I am writing in regard to the draft K-12 Oregon Health Standards, and the opportunity to make public comments regarding the drafted standards. I am writing from the perspective of a 6th-8th grade Health teacher at Vernon School in Northeast Portland and feel it is important to have my voice heard.

This is my third year teaching middle school health classes and I feel that it is the most vital subject being taught to middle school students at this point in time. The skills taught within the subject help to analyze influences, demonstrate healthful decision making, and advocate for themselves in ways that can hugely impact their lives.

At a time when middle grade students are seeing high levels of suicidal ideation and attemps, addiction to social media, bullying and harassement related to our current social climate, and access to lethal drugs like fentanyl (on top of the alll the things that people their age have already had to grapple over the course of history)...health education is essential to supporting student well being and livelihood.

The standards presented in the latest Oregon Health Standard draft have been vetted by professional educators who know what is best for students. The standards exemplify best practices based on research and will support Health educators in teaching students the skills they need to not only thrive but survive in the modern world.

Please please take the time to listen to professional health educators who are on the ground doing this work first and foremost because we know our students, our community, and what research says is best for students.

Please reach out with any specific questions, surveys, or remarks. I would be happy to further testify about why I believe the draft standards are what our students need and deserve.

--

Lyndsey Mackenzie
Vernon World IB School
IB Coordinator + MYP Health Teacher

ROSENBERG Corey * ODE

From: Lyndsie Harris <lyndsieharris@gmail.com>
Sent: Thursday, October 5, 2023 1:23 PM
To: ODE Health Education; StateBoard Public Email
Subject: Pro Oregon Health Standards

Some people who received this message don't often get email from lyndsieharris@gmail.com. Learn why this is important

I just reviewed the proposed health standards, and I am stoked about them. Students deserve accurate, up-to-date, and inclusive information that helps them make empowered choices for themselves and their community.

It's imperative that Oregon health standards reflect the diversity of our community and a commitment to support our most vulnerable students.

And people deserve to know how their bodies work!

Thank you for all that you do for our children.

Lyndsie Harris

ROSENBERG Corey * ODE

From: Rebecca Darling-Budner <rbudner@pps.net>
Sent: Thursday, October 5, 2023 11:41 AM
To: ODE Health Education; StateBoard Public Email
Subject: New health standards

You don't often get email from rbudner@pps.net. Learn why this is important

Greetings, as a middle school health teacher in PPS, I wanted to congratulate the team on a job well done. I started this process on the team, but the amount of time and resource being put into it was more than I could do as a working parent. I'm happy to see the process come to fruition.

-R

--
Rebecca M. Darling-Budner, MAT
(AKA Ms. D-B)
Health Teacher
Mt Tabor Middle School
Portland, OR

ROSENBERG Corey * ODE

From: Teresa Kane <tkane1@pps.net>
Sent: Wednesday, October 4, 2023 3:18 PM
To: StateBoard Public Email
Subject: Revised health standards

You don't often get email from tkane1@pps.net. Learn why this is important

Good afternoon,

I am writing in response to the proposed revised health standards for the state of Oregon. I work with newcomer students in a sheltered Health class and it's such a joy to help my students navigate making good health choices.

Upon reviewing the standards, I was so happy to see that our students will be getting accurate, up-to-date information on how they can keep themselves healthy.

It's imperative that Oregon's health standards reflect the diversity of our community and a commitment to support our most vulnerable students.

Thank you for all you do for our students.

Teresa Kane
--
Teresa Kane she/her
Roosevelt High School
Portland Public Schools

ROSENBERG Corey * ODE

From: WILLIAM HANNAN <twohannans@msn.com>
Sent: Thursday, September 21, 2023 8:52 AM
To: StateBoard Public Email
Subject: High Schoool Graduation Requirements

You don't often get email from twohannans@msn.com. Learn why this is important

I am opposed to lowering the requirements for graduation in the state of Oregon.
This would be a gross injustice to anyone wanted to further their education, or compete in the job market.
It would put Oregon grads at a disadvantage when applying for jobs or entrance to a university/college, where you compete with other grads who have met the normal graduation requirements.
Which would you rather hire? Someone with a complete high school education diploma or someone with a compromised, in my mind 'doctored' H.S. diploma?

Verna Jean Hannan

Sent from Mail for Windows

ROSENBERG Corey * ODE

From: Obfuscate Clearly <obfuscateclearly@yahoo.com>
Sent: Thursday, September 21, 2023 9:30 AM
To: StateBoard Public Email
Cc: Gary Richardson; Joseph Schmidt; Nate Seable; Cassie Wilkins; Chad Dybdahl; Dustin Smith
Subject: Suspension of graduation requirements ODE public comment

You don't often get email from obfuscateclearly@yahoo.com. Learn why this is important

Dear State Board of Public Education and all attending school board members,

My name is Victoria Marshall and I am a retired Oregon public school teacher.

I was dismayed to learn that the ODE is considering suspending graduation requirements once again. I am even more dismayed that the ODE is insinuating with this proposal that students who are considered minorities are unable to meet graduation requirements.

The ODE is framing this argument in a way that makes it seem they want to help these students, stating among other labels, that these students are victims of discrimination. However, this proposed policy is racist in and of itself creating the very discrimination it proposes to help.

It has come to light that the ODE is using research that is flawed to come to conclusions like this. The Association of Oregon Scholars found that the reasoning behind this policy and policies like it are often and seriously flawed.

It is exceedingly problematic that every student in Oregon is being cheated out of their ability to achieve greatness because of flawed research. (Find a link to the report that finds fraudulent methods used to come to some ODE conclusions below.)

There have been a series of ODE standards created because someone thought something was true. This is not a solid foundation with which to create educational standards.

Education that is held to no standard is not education. There is no reason to believe that any one group of students is unable to achieve.

Please do not implement this policy, it is wrong for every student in Oregon.

Unveiling Oregon Department of Education's Controversial Methods: A Deep Dive into Research Flaws and Lack of Oversight
saveoregonschools.com

Sincerely,

Victoria Marshall

Sent from my iPhone

ROSENBERG Corey * ODE

From: Kayla Enos-McCulley <kayla.m.enos@gmail.com>
Sent: Friday, October 13, 2023 7:57 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from kayla.m.enos@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Ms. Kayla Enos-McCully. I am a resident of Eugene, OR and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy
- decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Warmest Regards,

Kayla Enos-McCulley
Eugene, OR 97405
541-232-1518 (mobile)

kayla.m.enos@gmail.com

ROSENBERG Corey * ODE

From: KeKe Escobar <kekeescabor@gmail.com>
Sent: Thursday, October 12, 2023 7:01 PM
To: StateBoard Public Email
Subject: Rapid response action for sex ed

[You don't often get email from kekeescabor@gmail.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Dear Oregon Board of Education,
Hello, my name is Keosha Dockery and I reside in Salem. I am reaching out to convey my endorsement for the 2023 Health Curriculum Standards in their current draft form. Specifically, I would like to express my support for the sexual and reproductive health standards.

I strongly believe that comprehensive sex education is closely linked to promoting healthy social and emotional learning, reducing risks, and preventing diseases. It is important for young people in Oregon to have access to age-appropriate and medically accurate information regarding sex and relationships. They should be able to ask questions and seek answers without fear of being shamed or judged.

The 2023 Health Curriculum Standards aim to ensure the safety of young people by equipping them with age-appropriate knowledge and skills. These standards promote healthy behaviors, empower young people to make informed decisions, and foster a comprehensive understanding of their role in promoting safety and well-being for themselves, their families, and their communities.

I strongly encourage the Board to adopt the draft curriculum standards for the following reasons:

It is important for young people to have access to the necessary information and skills that can help them safeguard their health.
Sex education is effective. It is crucial for young individuals to possess the necessary information and skills that enable them to make informed and healthy decisions regarding sex and relationships, both presently and in the future.
Age-appropriate sex education that is comprehensive plays a crucial role in ensuring the safety of young individuals. Teaching young people about consent, respect, healthy communication, and setting/respecting boundaries is crucial. It equips them with the knowledge and skills to understand and prevent sexual and relationship violence, ultimately contributing to the strengthening of our communities.

The draft curriculum standards for 2023 aim to provide students with accurate, inclusive, age-appropriate, and non-judgmental information regarding healthy relationships, sexual and reproductive health, and mental health.

Thank you for taking the time to consider my request.
Keosha Dockery.

Kindest regards

ROSENBERG Corey * ODE

From: Meghane Hardin <meghane.hardin@gmail.com>
Sent: Thursday, October 12, 2023 5:20 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from meghane.hardin@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Meghane, I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Meghane, Portland

ROSENBERG Corey * ODE

From: becca h <rrh2089@gmail.com>
Sent: Friday, October 13, 2023 9:44 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from rrh2089@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Becca Hill and I live in Eugene, and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

Almost everyone I know has a horror story or two about their Sex Ed experience as a young person. So many of us have been on the receiving end of preventable violence, confusion, and shame, and have spent years educating ourselves on basic health information and unlearning harmful lessons. We all deserved better, and so does the next generation.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Becca Hill
Eugene

SHAPA
SHERIDAN·ALLPREP·ACADEMY

339 NW SHERMAN STREET
SHERIDAN, OR 97378
(503) 843-9330 office
https://sheridanallprep.org/

Dear Members of the Oregon State Board of Education,

I would like to express my support for the permanent removal of "Essential Skills" as a graduation requirement for the Oregon diploma.

Prior to the hold on requiring Essential Skills, the Oregon Department of Education measured Essential Skills in the following manner:

> Students demonstrate that they have mastered the reading, writing, and mathematics Essential Skills requirements by earning at or above a cut score on the Oregon Statewide Summative Assessment test as described in the Essential Skills and Local Performance Assessment Manual. Additional approved assessment options are available for districts to consider as viable alternatives to the Oregon Statewide Assessment tests. Please contact your child's district to inquire about what alternatives are provided for the demonstration of the Assessment of Essential Skills graduation requirement.
>
> *Oregon Department of Education Webpage*
> *https://www.oregon.gov/ode/educator-resources/essentialskills/pages/default.aspx*

Essential Skills were measured by a single, high-stakes assessment, the OSAS, which is delivered to students every spring. This assessment, and other "approved assessments," are not reasonable measures of *all* students' abilities to read, write, or apply mathematical problems. For students who have testing anxiety and social emotional issues, who experience poverty and homelessness, or who are not representative of the norms embedded in the assessments, they are failed by a system that chooses to base graduation on a single measure.

For the past several years, graduation has been based solely on the requirement to complete at least 24 credits. This requirement already embeds the acquisition of Essential Skills, as students cannot earn credits in Algebra, English and Literature, and Composition classes if they cannot read, write, or apply mathematics in a variety of settings. In order for students to earn these credits, they must demonstrate these skills. An additional demonstration of proving these skills is not a good use of resources.

Please consider the permanent removal of the Essential Skills requirement for graduation. The requirement of 24 high school credits is sufficient and already encompasses the skills which are embedded in the courses.

Sincerely,

Dr. Jesse Watson
Sheridan AllPrep Academy

ROSENBERG Corey * ODE

From: Lina Stepick <lstepick@gmail.com>
Sent: Friday, October 13, 2023 6:14 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from lstepick@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Dr. Lina Stepick and I live in Florence, Oregon and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

The research is clear: comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the
- information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have
- the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education
- keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Lina Stepick, PhD (they/them)
Florence, OR

ROSENBERG Corey * ODE

From: Sandy Joos <joosgalefamily@comcast.net>
Sent: Friday, October 13, 2023 2:34 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from joosgalefamily@comcast.net. Learn why this is important

To the Oregon Board of Education,

I am writing to express my strong support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for considering my comments.

Sandra Joos, 4259 SW Patrick Pl, Portland, OR 97239

ROSENBERG Corey * ODE

From: Tessa Scheller <tessa.james@charter.net>
Sent: Saturday, October 14, 2023 9:12 AM
To: StateBoard Public Email
Subject: Support for new standards

[You don't often get email from tessa.james@charter.net. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Good morning Board Members and Staff,

I am Tessa James Scheller, a 72 yo retired CRNA and Vietnam veteran living on the Oregon Coast near Astoria. This email letter is written with strong support for the new standards developed for sex education in Oregon schools. As a parent and great grand parent I want our children and all students to have the best information available to make good choices and be healthy people.
I strongly urge you to support the new standards at your board meeting October 19th. Thank you for listening and for your dedicated public service.

Tessa James Scheller, CRNA (retired)
32607 Turlay Ln
Warrenton, Oregon 97146

ROSENBERG Corey * ODE

From: SUZANNE WALLIS <swallis2@aol.com>
Sent: Friday, October 13, 2023 11:23 AM
To: StateBoard Public Email
Subject: 2023 Draft Health Curriculum Standards

[You don't often get email from swallis2@aol.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

As retired mental health care providers we are writing to urge you to support the inclusion of students who identify as LGBTQIA+ as part of the health curriculum in Oregon public schools.
Thank you.
W. Merle Wallis, M.D.
Suzanne Wallis, MSW

Sent from my iPhone

ROSENBERG Corey * ODE

From: Candy Finley <candyslas@yahoo.com>
Sent: Sunday, October 15, 2023 10:36 PM
To: StateBoard Public Email
Subject: 2023 health

You don't often get email from candyslas@yahoo.com. Learn why this is important

To the Oregon Board of Education,
My name is ___Candy Finley__ and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.
I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.
The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.
I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.
Please keep with the Constitution and keep church and state separate. No laws or educational guidelines should be based in any religions believe system.

Candyce Finley
Portland

Sent from my iPhone

ROSENBERG Corey * ODE

From: Devon Beaver <mindpalace221@outlook.com>
Sent: Saturday, October 14, 2023 1:29 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from mindpalace221@outlook.com. Learn why this is important

To the Oregon Board of Education,

We need our children to know how their bodies work, how to protect their own bodily autonomy, and how to understand and celebrate the diverse community we live in.
Moreover, we as a state do sex ed very well right now. But we must ensure that we keep the momentum going, and show other states how they can learn from us.

My name is Devon Beaver and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

Young people have the right to receive the information and skills they need to protect their health.
Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Devon Beaver
Portland

ROSENBERG Corey * ODE

From: Ephraim Weisstein <ef.educate@gmail.com>
Sent: Friday, October 13, 2023 12:03 PM
To: StateBoard Public Email
Subject: I am emailing you to support the Draft State Health Standards

You don't often get email from ef.educate@gmail.com. Learn why this is important

I am particularly interested in ensuring that children receive a vigorous sex education curriculum to prepare them to make good choices in the future. I have two grandchildren attending PPS, my granddaughter at Buckman Elementary and my grandson at DiVinci Middle School. Their healthy future depends on being exposed to critical knowledge about sex ed. Thank you

--
Ephraim Weisstein
Educational Consultant
c: 781-838-0973
h:(781-861-8844)
ef.educate@gmail.com

ROSENBERG Corey * ODE

From: Suzan Huntington <shuntington@boysandgirlsaid.org>
Sent: Sunday, October 15, 2023 9:06 AM
To: StateBoard Public Email
Subject: Public Comment Re: Assessments

You don't often get email from shuntington@boysandgirlsaid.org. Learn why this is important

Dear Directors,

I have an educational doctorate from Pepperdine University and proudly describe myself as a data enthusiast. I derive satisfaction from scrutinizing data to uncover insights, broaden my knowledge, and adapt my perspectives. My professional involvement in the social sector and experience working with students across various educational levels and communities have sparked my interest in school assessments. I've invested considerable time in seeking data to understand the utility of school assessments, particularly given my observations of the predominantly adverse effects they seem to have. In today's educational landscape, it often appears that there is an excessive focus on subjecting our students to an abundance of assessments.

Based on the data-supported facts I'm aware of, an excessive focus on testing can amplify the pressure on students and teachers to cater their learning and teaching toward test performance. Research shows that standardized test scores tend to be highly correlated to the income of the students taking the test. An enormous amount of time is spent preparing students for tests when data consistently demonstrates that various other factors play a more substantial role in shaping test scores. Particularly for students experiencing more life stress, multilingual learners, students with learning disabilities, or those having more adverse childhood experiences, performance on a standardized test may not accurately reflect their true academic capabilities.

While not universally embraced, a consistent body of data, supported by numerous studies, underscores the detrimental impact of testing students, primarily by contributing to chronic stress. This effect is particularly pronounced among students facing external challenges such as poverty, neighborhood violence, or family instability, where cortisol levels can surge by as much as 35 percent. Such elevated stress levels are known to impair cognitive processes and distort test scores to a significant degree.

Furthermore, over-assessment adds to increased student stress, causes frustration among parents due to the time lost for test preparation, and a disproportionate focus on subjects like math and literacy, often to the detriment of subjects such as science and social studies. Notably, most assessments have a central limitation; exams fail to capture the "soft skills" that reflect a student's ability to cultivate effective study habits, take academic risks, and persist in facing challenges.

The solution for our students doesn't lie in an increase in assessments. Data consistently points to the effectiveness of assessments when viewed as a tool for constructive dialogue among colleagues within our fields of study, enabling the generation of new ideas to enhance student learning. Assessments are most valuable when they reveal something new that is effective, enriching our understanding and advancing our curriculum. Using assessments solely to generate broad-spectrum scores to compare student or teacher performance doesn't justify the effort invested. Such scores

tend to stigmatize marginalized students unfairly and unnecessarily with labels that hinder their learning experiences. The negative consequences of these assessments outweigh the benefits, and it's essential to reevaluate their place in our classrooms. Instead, let teachers employ methods that suit their students best, granting students more time to grasp content in diverse ways and over extended durations.

Ultimately, let's provide students with additional classroom and teacher interaction time, fostering a positive learning environment where they can develop into lifelong learners.

With gratitude,

Suzan
(She, Her)

Boys & Girls Aid

Dr. Suzan Huntington | *President & CEO*
www.boysandgirlsaid.org |

ROSENBERG Corey * ODE

From: Drew Jones <drewj2512@gmail.com>
Sent: Friday, October 13, 2023 11:17 AM
To: StateBoard Public Email
Subject: SBAC - Science - Comment from Teacher

You don't often get email from drewj2512@gmail.com. Learn why this is important

To whom it may concern,

I am a high school science teacher in Oregon. I would like to comment on the SBAC testing we have been doing in our state, particularly in science.

In my opinion, the SBAC testing has not been a useful diagnostic for teachers, nor has it been for students. In fact, it has been a detriment to student learning, as the testing often takes 2 full (90 minute) classes, where actual learning and teaching could be done.

When students know that their score on the SBAC test does not affect their score in their class, nor their teacher, nor their graduation eligibility, they don't see why they should take the test seriously, even as much as I beg them to. I try my best to explain that their honest effort gives us insight into how we can improve our teaching and curriculum, and without it, we don't know. All that being said, because the science SBAC in particular, is so tedious and long, they are unmotivated to complete it.

In addition, many students are taking end of the year tests, AP exams, etc, so the students are already burnt out. At our high school, students perform remarkably well on their unit tests, AP exams, and graduation rates, however, our SBAC scores are well below 40% completion. Again, this demonstrates how ineffective a diagnostic the SBAC testing is.

I am encouraged that the type of questions I have seen (at least on the sample test) can be very useful for teachers in Oregon, but the way the system is currently ran wastes time a critical time and resources. I strongly encourage ODE to change that.

Thank you.

ROSENBERG Corey * ODE

From: Phyllis Oster <poster@easystreet.net>
Sent: Tuesday, October 17, 2023 10:43 AM
To: StateBoard Public Email
Subject: 2023 Health Curriculum Standards

You don't often get email from poster@easystreet.net. Learn why this is important

To the Oregon Board of Education,

We are writing to express strong support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

We urge the Board to adopt the draft curriculum standards because:

1. Young people have the right to receive the information and skills they need to protect their health.

2.Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.

3.Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Phyllis and Warren Oster
Portland, OR

ROSENBERG Corey * ODE

From: E Anne Mattson <eahmatts@gmail.com>
Sent: Tuesday, October 17, 2023 10:32 AM
To: StateBoard Public Email
Subject: Subject Line: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from eahmatts@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Anne Mattson and I live in Eugene and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I have been involved in Sexual health education since 1973 as a peer health educator in high school. From there I was involved throughout College and Graduate school, in assuring comprehensive health education was apart of ongoing health education curriculums. From there, my career in public health continued through involvement with the Institute of Medicine, Health Objectives for the Nation, Jefferson County Alabama Public Health, University of Oregon, Planned Parenthood and multiple faculty appointments. *It is clear, that those with a fundamental understanding of sexual and reproductive health standards, as outlined in the 2023 Health Currriculum Standards, have better health outcomes-by far!!!!*

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which

- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Sincerely.
Anne mattson
Eugene

ROSENBERG Corey * ODE

From: Reid Rubsam <rerubsam@gmail.com>
Sent: Monday, October 16, 2023 10:17 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards - Reid Rubsam

You don't often get email from rerubsam@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Reid Rubsam, and I live in NE Portland. I am writing to express my strong support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

Comprehensive sex education (CSE) is directly tied into healthy social-emotional learning, risk reduction, and disease prevention. When students are provided with reasonable, educational discussions of consent, boundaries, and safety, their quality-of-life outcomes are consistently improved, and the data bears this out. The *American Journal of Preventive Medicine* has found CSE to be an "effective strategy to reduce adolescent pregnancy, HIV, and STI's."[1] The *Journal of Adolescent Health* found that schools with CSE programs reported a 60% reduction in sexual violence perpetration among older students, as well as an increase in self-protective skills and disclosure among young children (both of which are crucial in the prevention of child sex abuse).[2]

Young people in Oregon deserve age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged. I personally know people in my community who were denied this information at crucial developmental stages in their lives, and they needlessly suffered as a result. I believe that when we provide more educational resources to young people, they'll be better empowered to make healthy decisions for their future, and this outcome will benefit **all** Oregonians.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. These standards are necessary not just because they teach safe reproductive health behaviors--they help teach students how to be in community with each other, which is crucial to the continuing function of democracy: the same study by the *Journal of Adolescent Health* found marked improvements in students' skills around "empathy, respect for others, communication, [management of] feelings," and their abilities around "establishing and maintaining positive relationships."[2]

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Reid Rubsam

Portland, OR

---

[1] https://www.sciencedirect.com/science/article/pii/S0749379711009068
[2] https://www.jahonline.org/article/S1054-139X(20)30456-0/fulltext

ROSENBERG Corey * ODE

From: Mariah Terrill <mariahterrill21@gmail.com>
Sent: Monday, October 16, 2023 12:08 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from mariahterrill21@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Mariah Terrill and I currently live in Portland, Oregon but am a life-long Oregonian. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged. As someone who received abstinence only education through the Bend-LaPine School District in the early 2000s I believe that if I had had access to comprehensive, age-appropriate, and medically accurate sexual and reproductive health classes I would not have struggled with reproductive health issues and my sexual identity/orientation as I have.

- If I had been taught growing up what endometriosis was, I might have had the necessary knowledge to have productive conversation with my providers instead of having my pain dismissed as "normal", comprehensive reproductive and sexual health education could have saved me so much pain and trauma.
- Including sexual and gender identities is also incredibly important - as a young person I had **no resources or people** I could go to to discuss my questions. Instead, I was made to feel like I was a broken person for years until I learned about the Asexual orientation. If I had been exposed to information about asexuality and other sexual orientations growing up I would have had so much more confidence in myself and wouldn't have pushed myself into some of the questionable situations I found myself in before learning about Asexuality. I am still working to undo the trauma I experienced because of the lack of comprehensive, age-appropriate, and medically accurate sexual and reproductive health education I received.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the
- right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works.
- Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.

-
-
-
- Comprehensive, age
- appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Mariah Terrill
Portland

--
Mariah Terrill
She/They
Mobile: 541-678-0369

ROSENBERG Corey * ODE

From: Debra Koutnik <debra.koutnik@ashlandnet.net>
Sent: Tuesday, October 17, 2023 2:27 PM
To: StateBoard Public Email
Subject: Public Comment: Health Education Standards

You don't often get email from debra.koutnik@ashlandnet.net. Learn why this is important

To the Oregon Board of Education,

My name is Debra Koutnik and I am a pediatrician from Ashland, Oregon, where I have lived and practiced for the past 30 years.

I am writing to express my support for the 2023 Health Education Standards, especially the comprehensive K-12 sexual and reproductive health standards.

Numerous studies around the world have shown that comprehensive sexuality education is closely tied to healthy social emotional learning, risk reduction, unintended pregnancy reduction, sexual violence prevention, and disease prevention.

The 2023 Health Education Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and provide a holistic understanding of their role in promoting individual, family, and community safety and well-being. Young people in Oregon deserve age-appropriate, medically accurate information about sex and relationships without being shamed or judged.

Furthermore, the people who argue that children are “too young” to learn about gender development and gender identity are simply wrong. As a Pediatrician, I know that the understanding of gender identity begins when children are toddlers: 18-30 months of age. An initial understanding of their own gender identity is usually formed by age 3-4 years.

The Board of Education of the State of Oregon has an obligation to follow evidence based practice that is in the best interest of its students and not bow to political pressure from misinformed and biased masses who have been coached in irrational and inaccurate fears.

These Health Standards will help keep students healthy and safe, allow them to better understand their role in their community and the world, empower them to stand up for and advocate for their own needs, and help them build compassion toward the diverse range of other humans sharing our existence.

I urge the Board to adopt the 2023 Health Education Standards.

Sincerely,
Debra Koutnik, MD
Fellow in the American Academy of Pediatrics

Debra Koutnik, MD (she/her)
Pediatric Behavioral Physician
Southern Oregon Behavior Specialists

Ashland, OR 97520
Message Phone: 541-625-9044
Embrace Your Possibilities

ROSENBERG Corey * ODE

From: isobel <isobel2359@gmail.com>
Sent: Tuesday, October 17, 2023 9:26 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from isobel2359@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Gail Webber and I live in Bend. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is an important part of a well-rounded education and is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to ask for
- and grant consent, how to respect their bodies and the bodies of others, how to engage in healthy and open communication and boundary setting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, healthy bodies, and healthy minds. I have two children, both in their 20s and I believe they have benefitted from being appropriately informed on these important issues.

Thank you for your consideration.

Gail Webber
Bend, OR

ROSENBERG Corey * ODE

From: Lee Weinstein <1903weinstein@gmail.com>
Sent: Tuesday, October 17, 2023 3:42 PM
To: StateBoard Public Email
Subject: Comment on new health curriculum standards for Oregon's K-12 public schools

[You don't often get email from 1903weinstein@gmail.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Dear Oregon Department of Education,

We are writing from The Dalles, Oregon, to support the new health curriculum standards for Oregon's K-12 public schools and to encourage their adoption on October 19, 2023.

Oregon has been at the forefront of comprehensive sex education for years, and should continue to do so, especially the sexual and reproductive health standards.

We believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

We urge the Board to adopt the draft curriculum standards because:

Young people have the right to receive the information and skills they need to protect their health.

Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Lee and Melinda Weinstein
The Dalles, Oregon

ROSENBERG Corey * ODE

From: rowan harvey <rowanthepdxtree@gmail.com>
Sent: Tuesday, October 17, 2023 9:01 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from rowanthepdxtree@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Rowan and I live in Milwaukie and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

Growing up I was not given access to education around my body, and this led to me putting myself in risky situations and relationships that could have been avoided had I been given the appropriate sex education. My story is not an isolated incident, but rather one example of many how we continue to fail to properly prepare our children for the realities of adulthood they will inevitably come into contact with. I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Rowan Harvey
Milwaukie

ROSENBERG Corey * ODE

From: sally rosenfeld <srosenfeldfrank@gmail.com>
Sent: Tuesday, October 17, 2023 2:19 PM
To: StateBoard Public Email
Cc: cassie.purdy@ppaoregon.org
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from srosenfeldfrank@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Dr._Sally Rosenfeld____ and I live in Portland OR. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Education will save lives.

Thank you for your consideration.

Sally Rosenfeld MD
Portland, OR

ROSENBERG Corey * ODE

From: Sasha Pollack <sillahee@gmail.com>
Sent: Tuesday, October 17, 2023 11:44 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from sillahee@gmail.com. Learn why this is important

My name is Sasha Pollack and I live in Portland. I have a 9 year old daughter at Rieke Elementary School and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Sasha Pollack

ROSENBERG Corey * ODE

From: Doni Fay <donifay1@gmail.com>
Sent: Tuesday, October 17, 2023 5:03 PM
To: StateBoard Public Email
Subject: Oregon state board of education regarding Thursday October 19th meeting

You don't often get email from donifay1@gmail.com. Learn why this is important

To whom it may concern, I respectfully want to say that I do not want our education system standards watered down. I support high standards. Please permanently remove this misguided proposal from consideration. Thanks so much for doing this for our state and any other state that's trying to propose this idea. Sincerely, Donita Scevers from Christmas Valley,Or

ROSENBERG Corey * ODE

From: Rebecca Swindle <rswindle@sheridanallprep.org>
Sent: Tuesday, October 17, 2023 4:57 PM
To: StateBoard Public Email
Cc: rswindle
Subject: Public Comment - Essential Skills

You don't often get email from rswindle@sheridanallprep.org. Learn why this is important

Dear Members of the State Board of Education,

I am writing to request the permanent removal of the Essential Skills requirement.

I appreciate the work of the Senate Bill 744 Report task force in thoroughly researching, soliciting comments, and delivering a recommendation to the board based on data, and equity, all while centering students. I have read the document in its entirety. It was evident that community input was sought and received from a wide variety of groups.

A portion of the executive summary stood out: *"Families and educators shared that their children and students experience inequitable outcomes because they have inequitable access to high-quality instructional programming across their entire public education experience."*

Oregon students are held to a very high graduation requirement. Our students must earn 24 credits in order to receive an Oregon diploma, including four credits in Language Arts and three in Math, currently Algebra I and higher. Students spend many hours with their teachers in courses and are assessed through a variety of methods including tests, essays, speeches, research papers, classroom discussions, projects, and performances. If four Language Arts teachers award four credits to a student during their high school years, they are deemed competent enough in Language Arts to enter a college or career phase of life. The additional layer of an Essential Skills requirement does not provide more usable data for the student or school. The rich learning opportunities that take place within the walls of the classroom offer students a unique path to learning and demonstrating their learning. Pathways exist for teacher improvement as needed. This concept aligns with this note from the Report:

"Throughout the engagement process, the most prevalent theme was that a one-size-fits-all approach cannot meet the needs and postsecondary plans for all students. Nearly every conversation, and many open-ended responses, mentioned the importance of providing students with a wider range of opportunities (in credits and assessment). Even when respondents agreed that all students need to learn the same set of basic skills, they also highlighted that students may learn and demonstrate mastery of those skills in different ways."

Essential skills, as a concept, are important. Students have the opportunity to learn these skills in their classrooms. Removing the Essential Skills requirement does not detract from the already rigorous graduation requirements for Oregon students. In fact, removing the requirement centers equity in formulating a graduation path for all students that honors a variety of student backgrounds and learning styles. As an educator, I have witnessed the record-keeping burden of Essential Skills placed on registrars and counselors, as well as the burden placed on teachers to write and guide students in providing acceptable work samples. As a parent of Oregon students, I would hope that my children do not miss out on the opportunity to take elective courses if they are instead required to

spend extra time providing work samples for this duplicate skill requirement. I appreciate the sentiment behind the creation of the skills requirement and agree with the task force that it is time to retire the requirement.

Thank you for your consideration,

Dr. Rebecca Swindle
Director of Technology
Sheridan AllPrep Academy

ROSENBERG Corey * ODE

From: andrea baker <andrea.baker.666406651@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from andrea.baker.666406651@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am a registered nurse and I live in Portland, OR.
We cannot lower the standards for highs school graduation in this state. I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
andrea baker

ROSENBERG Corey * ODE

From: Ann Kneeland <Ann.Kneeland.666404626@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ann.kneeland.666404626@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. Why do you want to continue your race to the bottom? Oregon students can do better if you expect better.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ann Kneeland

ROSENBERG Corey * ODE

From: ANNE M GREEN <ANNEM.GREEN.666401179@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from annem.green.666401179@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education suspending the Assessment of Essential Skills for another four years.

Oregon student's have already lost years of adequate education due to the remote learning required during the COVID lock downs.

Instead of allowing sub standard performance to define OR students, I implore the Board of Education to increase their standards of expectation and challenge professional educators to rise to the challenge of preparing our students. Abdicating the responsibility of adequate public education is detrimental to our students. They will not succeed in leading the future of OR because they are not prepared. As Board Members, it is your responsibility to set high standards, and equip our educators to achieve these standards. Lowering expectations benefits no one. In fact, it punishes our students.

Suspending graduation standards will further degrade the value of an Oregon high school education, and it renders diplomas useless when they are handed out without the requisite skills achievement.

I ask the Board to permanently table the proposal to suspend these critical graduation standards, and instead to challenge our education system to step up their efforts for our students' futures.

Regards,
ANNE M GREEN

ROSENBERG Corey * ODE

From: Barb Thomas <Barb.Thomas.666402862@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from barb.thomas.666402862@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. Students deserve rigorous standards to ensure they are well-prepared for the challenges of the real world -- to allow them to achieve their hopes and dreams for a bright future!

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barb Thomas

ROSENBERG Corey * ODE

From: Brian Barth <Brian.Barth.666455512@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from brian.barth.666455512@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

Let’s have a diploma that means something to business owners when hiring workers.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Thank you.

Regards,
Brian Barth

ROSENBERG Corey * ODE

From: Dan Petre <Dan.Petre.666459798@advocacymessages.com>
Sent: Wednesday, October 18, 2023 7:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from dan.petre.666459798@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Hi,

my name is Dan and I come from Romania, a backwater nation with far higher standards in education than Oregon USA. I testify that education does more to lift up people out of poverty than all the handouts from the government and/or charities.

I find it appalling that the solution proposed to the lack education accomplishments in Oregon is to brush the problem under the rug. Out of sight - out of mind! Right?

If we care about the future of our nation we need to care about the future of our kids. And if we care about the future of our kids we need to push them a little or perhaps a little more. I personally believe that we are not giving our kids enough credit, that our kids can accomplish far more than we think - if asked to raise to the challenge.

I also challenge you to raise the bar instead of lowering it, to set goals for our kids and perhaps for yourself to lift up Oregon from the bottom of the list of education quality in the USA to perhaps top 10.

Thank you!

Respectfully yours,
Dan Petre

Original fwd message:
I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,

ROSENBERG Corey * ODE

From: David Westerdahl <David.Westerdahl.666401827@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from david.westerdahl.666401827@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a physician and business owner, I work with and interact daily many different Oregonians of all ages and ethnicities. It is appalling how so many young people struggle to read and write and think critically. Educators need to do more to encourage lifelong learning and expecting more not less from students.
The future of this state and nation depend on it. Life is hard enough and by setting low expectations, you are only making it harder on those most vulnerable.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Westerdahl

ROSENBERG Corey * ODE

From: DeAnna Adams <DeAnna.Adams.666402321@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from deanna.adams.666402321@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Important considerations below. Please continue reading. Thank you.

I am opposed to suspending the Assessment of Essential Skills for four more years. Lowering expectations of our children will only fail to prepare them for Life.

Restore a focus on the policies that will help our students feel and BE successful!

I am asking the Board to permanently table the proposal to suspend these critical graduation standards.

Help these young adults be better prepared for Life so they can be proud of their accomplishments and we can be proud with them.

Thank you for your serious consideration.

Regards,
DeAnna Adams

ROSENBERG Corey * ODE

From: Donald Wirth <Donald.Wirth.666464206@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Completed

You don't often get email from donald.wirth.666464206@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Why are students spending time and money if they are not expected to reach some minimum goals?
I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Wirth

ROSENBERG Corey * ODE

From: Isaac Stonebrook <Isaac.Stonebrook.666468167@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:59 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from isaac.stonebrook.666468167@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

We all know kids can meet the standards since we've all mostly met the standards and our parents have met higher standards. Shoot for the stars and you may land on the moon. Not everybody will make it, but maybe we should try to actually help them out to meet real standards. Not hold everybody else back.

But quite frankly, with what I've seen happening, I don't think you actually want people smarter. I'm not saying you guys are this, but I've seen a rise in people in power who openly say they are marxist. One of the steps of marxist systems being implemented every time is the dumbing down of people and the destruction of the will to the point that they will deny reality.

I wouldn't be surprised if you just want a bunch of dumb, lgbt, marxist kids. That's what so many systems are clearly geared towards. You can lie and use dismissive buzz words, but your propaganda isn't working on me and many others. We see the truth and will continue to say what is. The only way to stop some of us is death, which, I also wouldn't be surprised or too surprised if you wished that to us or were willing to do that yourselves. I've seen the behavior and have had a hand squeezing on my throat for speaking truth before.

Knock off the lgbt stuff. I don't care if the governor can remove funds. Just tell her that you'll let everybody know why she's doing it. She's doing it because the school isn't pushing her ideology. Let her know how bad that will sound to voters when they hear the undeniable truth. If you want help doing that, I will help you.

And knock of the racist stuff and the lowering of standards.

Regards,
Isaac Stonebrook

ROSENBERG Corey * ODE

From: Jannie Hornby <Jannie.Hornby.666402628@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jannie.hornby.666402628@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

The spreading of misinformation by the Board of Education by lowering or eliminating standards of achievement sounds extremely bigoted and racist. You are there to represent all schools and children and graduating them with no standards literally is a waste of tax payer dollars for school education. If you pass this why would we need a Board of Education?

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jannie Hornby

ROSENBERG Corey * ODE

From: Jason Young <Jason.Young.666404996@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jason.young.666404996@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies and they need to represent the achievement of obtaining a high school education. Suspending graduation standards will degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. How does lowering our education standards improve this known fact. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice to our children and to all Oregonians.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. Suspending graduation standards will certainly improve the graduation rate, but these young adults will not have demonstrated they have the knowledge and skills to succeed in the workforce. Isn't that the purpose of a diploma?

Regards,
Jason Young

ROSENBERG Corey * ODE

From: Jerald Boyd <Jerald.Boyd.666405634@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jerald.boyd.666405634@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest ranked in the nation. If you pass this proposal a high school graduate will not meet the qualifications for a dishwasher. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

There is nothing racist about wanting your children to succeed.
I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerald Boyd

ROSENBERG Corey * ODE

From: Jonathan Edmonds <Jonathan.Edmonds.666456809@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jonathan.edmonds.666456809@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am sincerely opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. As a recent school board chair in Oregon, this is an embarrassment and something we can clearly do better with. We completely blew the Covid response, and now our students are failing, so we are going to what, bail ourselves out. Get real people.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jonathan Edmonds

ROSENBERG Corey * ODE

From: Ron Wright <Ron.Wright.666400314@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ron.wright.666400314@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Testing for basic standards IS NOT RACIST
Eliminating standards just makes EVERY child Les Learned

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Wright

ROSENBERG Corey * ODE

From: Sara Zoll <Sara.Zoll.666400891@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sara.zoll.666400891@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a parent of recent high school graduates, I urge you not to reduce the high school graduation requirements. Our children had very little to do their senior year of high school it was an utter waste of their time where they could have been off to work or college instead. This time during senior year was evidently for those students who were playing catch up on their graduation requirements; they had a whole year to do this and now we want to get rid of the requirements altogether? Why would we fail our children and grandchildren this way?

I am strongly opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years; we need to be challenging all of our students, of all capabilities, to find their purpose and give them direction.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sara Zoll

TRACY CRAMER
State Representative
House District 22

OREGON HOUSE OF REPRESENTATIVES

October 18, 2023

Via Electronic Mail
Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97301

RE: State Board of Education's October 19, 2023 Agenda Item 4B

Chair Martinez Zapata, Vice Chair Scurlock, and Board Members Wheeler, Morales, Russell, Howard Wade, and Montgomery:

As a member of the House Committee on Education and Joint Committee on Ways and Means Subcommittee on Education, **I request that the Board indefinitely table the suspension of the Assessment of Essential Skills**.

The supporting document "*Attachment2_Longitudinal Achievement (2014-15 to 2022-23)*" for Item 4B on the October 19th agenda shows the alarming trend of decreasing proficiency across nearly all grade levels. There is little doubt that COVID-related school shutdowns have contributed significantly to this trend, but the trend began nearly a decade ago.

The response to this trend should not be to eliminate standards that our students must meet to graduate, but to empower them to achieve them. A mere minimum credit requirement is not sufficient to ensure that students are well-prepared for the workforce. In subsequent years since the passage of SB 744, we have seen a corresponding increase in graduation rates, but no corresponding rate of increase in academic achievement. This paradox must be dealt with. State leaders cannot kick the can down the road on the success of our students.

I represent all or parts of Woodburn, Gervais, and Salem-Kiezer School districts.

In the Woodburn School District, only 43% of 11th graders performed at grade-level in English Language Arts during most recent year data is available. Only 7.7% were proficient in math, and 22.5% in science. Yet the graduation rate in 2022 was 72%. Passing classes and earning credits do not correspond to preparing students for the real world.

The students and parents I represent need leadership from the Department of Education to improve student outcomes. A "solution" that proposes to do away with achievement standards for these students with no alternative is no solution at all. Graduating students without the necessary skills for college or the workforce is a disservice to them and their families, as well as our economy.

503-986-1422 | 900 Court St. NE, H-376, Salem, Oregon 97301 | Rep.TracyCramer@oregonlegislature.gov

I am alarmed by accusations that those concerned about this important issue are engaged in "misinformation," "racism," and "bigotry." There is nothing nefarious about parents wanting government institutions that support public schools to effectively educate their children.

Let me be clear, this problem of trust does not fall squarely with the Department of Education. The Legislature passed SB 744 in 2021. But that mistake to abandon standards in our schools does not require the Board to continue making that same mistake. The Legislature should act urgently to reestablish workable metrics that hold students to a high standard and help them meet it. The Board can help provide urgency to my colleagues in the Legislature by tabling this proposal.

In the absence of real reform, the continued failure to deliver results will continue to contribute to the marked decline in trust from those we serve. To earn that trust back, we need to give Oregonians a reason to trust public schools again. That involves doing the difficult work of charting a forward-looking vision that promises to deliver better results, not abandoning accountability and transparency about the shortcomings of our education system.

To earn Oregonians' trust, I urge the Board to abandon efforts to suspend graduation standards instead of focusing on how we can improve them.

Sincerely,

Tracy Cramer
State Representative
House District 22

CC:
Governor Tina Kotek
Charlene Williams, Acting Director of the Department of Education and Deputy Superintendent of Public Instruction
Nicole Peterson, Legislative Coordinator – Oregon Department of Education
Zoe Larmer, Government Relations & External Affairs Director – Oregon Department of Education

503-986-1422 | 900 Court St. NE, H-376, Salem, Oregon 97301 | Rep.TracyCramer@oregonlegislature.gov

ROSENBERG Corey * ODE

From: Darla Seeley <Darla.Seeley.666408307@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from darla.seeley.666408307@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice and is just one more thing contributing to the deterioration of this country and The West. I can't believe something like this is even being considered. So-called "equity" equals UNFAIRNESS. The thought of lazy, uneducated graduates in Oregon is both depressing and chilling.

I ask - I am begging - the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Darla Seeley

ROSENBERG Corey * ODE

From: Greg Fitz-Gerald <Greg.FitzGerald.666407614@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from greg.fitzgerald.666407614@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Who do you think you are helping? You may as well tell the students to cheat on exams to get higher grades.

If you do this, you become the cheaters.

D

Regards,
Greg Fitz-Gerald

ROSENBERG Corey * ODE

From: Jeannette Harper <Jeannette.Harper.666399560@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jeannette.harper.666399560@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am strongly opposed to the Board of Education considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help INCREASE academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeannette Harper

ROSENBERG Corey * ODE

From: Melissa Nishi <Melissa.Nishi.666406769@p2a.co>
Sent: Tuesday, October 17, 2023 5:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from melissa.nishi.666406769@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I have read the majority of your online Bios and it is obvious that academic achievement has been important in your own journeys. Please encourage Oregon students to aspire by keeping standards that will foster their desire to achieve.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melissa Nishi

ROSENBERG Corey * ODE

From: Mike Slagle <Mike.Slagle.666402088@p2a.co>
Sent: Tuesday, October 17, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from mike.slagle.666402088@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Please let's keep rigorous standards set for our students and focus less on DEI and SEL. Our students have an identity crisis caused by your current policies.

Regards,
Mike Slagle

ROSENBERG Corey * ODE

From: Robert Dyson <Robert.Dyson.666399605@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from robert.dyson.666399605@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Dyson

ROSENBERG Corey * ODE

From: Ashley Monaco <Ashley.Monaco.666421249@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 7:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ashley.monaco.666421249@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a mom who has home schooled, I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. The standards need to be the same for public education as well as home education.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ashley Monaco

ROSENBERG Corey * ODE

From: Chris Field <Chris.Field.666417613@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from chris.field.666417613@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.
Lastly, you people are obviously.....morons!

Regards,
Chris Field

ROSENBERG Corey * ODE

From: Mary Cameron <Mary.Cameron.666423887@advocatefor.me>
Sent: Tuesday, October 17, 2023 8:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from mary.cameron.666423887@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice. This could affect a student's acceptance into the college of their choice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Cameron

ROSENBERG Corey * ODE

From: Sharon Waterman <Sharon.Waterman.666412294@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 6:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sharon.waterman.666412294@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a retired teacher and grandmother, I opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future. The education our children received during covid was horrid. As a grandparent, I spent a lot of time with my high school senior grandson and worked with him on his studies.

High School diplomas should require critical skill standards especially for reading, writing, and math. Suspending graduation standards will further degrade the value of an Oregon high school education. I was appalled at the state test levels in our county schools. It is time to get back to the basics so our children can survive the workplace, college, or training program after they graduate. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Waterman

ROSENBERG Corey * ODE

From: Susan McDonough <Susan.McDonough.666417587@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 7:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from susan.mcdonough.666417587@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. If students need to repeat a grade or attend summer school then please do what is necessary so that our children will not be socially and economically harmed.

Regards,
Susan McDonough

ROSENBERG Corey * ODE

From: jim whiting, m.d., f.a.c.r. <jim.whitingmdfacr.666433967@advocatefor.me>
Sent: Tuesday, October 17, 2023 10:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jim.whitingmdfacr.666433967@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and furthering lower expectations will deprive many of the incentive to learn.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation.

We blame the education administration, not the teachers, for this disaster. Oregon will pay the price in the future if this continues, and we will blame you and your perverted compassion.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
jim whiting, m.d., f.a.c.r.

ROSENBERG Corey * ODE

From: John Wilson <John.Wilson.666434777@advocatefor.me>
Sent: Tuesday, October 17, 2023 10:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from john.wilson.666434777@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

What has happened to the BASICS: READING, WRITING and ARITHMETIC? Without which one can't learn, communicate and earn a living? LOOK at what has changed from the earlier periods of successful education and compare to current standards of success.

Regards,
John Wilson

ROSENBERG Corey * ODE

From: Kristin Tomlin <Kristin.Tomlin.666431013@advocatefor.me>
Sent: Tuesday, October 17, 2023 9:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from kristin.tomlin.666431013@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

As a former teacher, I am utterly HORRIFIED at the instruction that is YEARS and years below my childrens' grade level and capabilities. My Freshmen read classic novels and wrote SIX essays per year--my son wrote ONE PAPER all year and read trash books at a 5th grade lexile level!!!

Raise the bar. Replace SEL with WRITING. Shut down Chromebooks, and bring back actual BOOKS! STOP removing Honors courses, advanced classes, deleting TAG programs. Bring back standards, rules, and consequences!! Remove the FLUFF and social justice and get back to teaching properly using best practices.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristin Tomlin

ROSENBERG Corey * ODE

From: Larry Crepeaux <Larry.Crepeaux.666428297@forgrassroots.com>
Sent: Tuesday, October 17, 2023 8:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from larry.crepeaux.666428297@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Stop this stupidity!

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Crepeaux

ROSENBERG Corey * ODE

From: Robert Nevin <Robert.Nevin.666436207@advocacymessages.com>
Sent: Tuesday, October 17, 2023 11:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from robert.nevin.666436207@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I find it a disservice to our youth of Oregon that the Board of Education wants to suspend the Assessment of Essential Skills for another four years.

Oregon's K-12 education is already at an embarrassing record low rate. Why the Board wants to continue to lower the standards required of Oregon youth is disgusting and criminal. Mr. Zapata and the Board obviously are in the wrong leadership positions and should step down. The Baard of Education is meant to raise our youths education level so they are confident, proud, and ready to tackle life's challenges when they enter to world as adults. This Board has to decided to shame, devalue, and create unprepared children that don't have the skills to be a valuable member of American society. And hiding behinds terms like "misinformation", "bigotry", and "racism" shows your cowardice. I come from a minority background myself and find this to be utterly offensive. To devalue the minds and capabilities of minority students by lower standards, says that the Board sees minorities as inferior and uncapable. That is the definition of "Bigotry" and "Racism". I am starting to wonder if the Board even understands what the job you have is supposed to entail.

Unlike others I am not asking the Board to permanently table the proposal to suspend the Assessment of Essential Skills, I am telling you, as a resident of the State of Oregon, to eliminate the proposal to suspend the Assessment of Essential Skills or resign.

Regards,
Robert Nevin

ROSENBERG Corey * ODE

From: Ron and Diane Orme <RonandDiane.Orme.666424345@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 8:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ronanddiane.orme.666424345@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. My career was spent teaching ten years and 25 years as an administrator in the NC 12 district. My wife and I still keep our eyes on the education of our youth and view reducing graduation standards an insult to students, parents and all those educators in the past who gave their lives to the field of excellent education. As a taxpayer, I find lowering standards very disturbing.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron and Diane Orme

ROSENBERG Corey * ODE

From: Stephen Jankowski <Stephen.Jankowski.666424732@forgrassroots.com>
Sent: Tuesday, October 17, 2023 8:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from stephen.jankowski.666424732@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future. Oregon has now one of the worst public schools in USA. Who do you think you are to decide this with our tax dollars??!!! You work for us and we provide input of our monies and childrens publicly funded educational needs as well as basic standard national requirements! Surprised? You shouldn't be....

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. We will stay involved and advocate not only for the standards but for the future of this nation. Building our children up so they can be a part of new innovation, critical thinkers, skilled / developed citizens in the workforce, and more.

Regards,
Stephen Jankowski

ROSENBERG Corey * ODE

From: Lynn Andruss <Lynn.Andruss.666436775@forgrassroots.com>
Sent: Tuesday, October 17, 2023 11:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from lynn.andruss.666436775@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

The goals of a school are supposed to teach ALL students reading, writing, math, history (the uncensored real thing), science…all classes to make sure our students can think critically to live successful lives once they graduate! Why would this Board even consider lowering the standards for graduation? The only answer I can see is that the public schools are failing our students so by passing them on (whether to the next grade or allowing them to graduate without a rigorous education), the teachers and administrators have the dubious honor of graduating more seniors who don't qualify for college or even getting a simple job. In other words, by lowering the standards both students and teachers/administrators are losers. Is that what you were elected to do? I think not!

I ask the Board to permanently table the proposal to suspend these critical graduation standards and focus on teaching our students the classes they are supposed to be learning! Perhaps you might change your mindset on challenging the students the value of what a good education can bring them! And…do the teachers a favor by putting discipline back in the classrooms. Teachers AND students will learn much better when they both feel safe in their classrooms.

Regards,
Lynn Andruss

ROSENBERG Corey * ODE

From: Michael Stiers <michael.stiers@gmail.com>
Sent: Wednesday, October 18, 2023 9:34 AM
To: StateBoard Public Email
Subject: Proposal to suspend graduation standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from michael.stiers@gmail.com. Learn why this is important

This is a bad idea and needs to be removed!
Use some common sense.

ROSENBERG Corey * ODE

From: Paul Lindsey <lindseypaul55@hotmail.com>
Sent: Wednesday, October 18, 2023 9:39 AM
To: StateBoard Public Email
Subject: Graduation

You don't often get email from lindseypaul55@hotmail.com. Learn why this is important

Sent from Mail for Windows
Please don’t cave in to the demands of Republicans and let them ruin our education for kids. Do what is best for the kids not for the republicans.

ROSENBERG Corey * ODE

From: Tamara Hollenbeck <Tamara.Hollenbeck.666460543@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:36 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from tamara.hollenbeck.666460543@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies!

Continually lowering the bar on graduation standards, without any plans to help students succeed ISN'T AN EDUCATION AND IF YOU CANT DO THE JOB, QUIT WASTING TAX PAYERS MONEY AND JUST DISMANTLE THE ENTIRE PROGRAM. GET OUT OF THE WAY AND LET THE PRIVATE SECTOR TAKE OVER.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. IT'S A DISGUSTING DISSERVICE TO OREGON FAMILIES!
DO YOUR BEST OR QUIT!

Regards,
Tamara Hollenbeck

ROSENBERG Corey * ODE

From: William S <reightdrs@hotmail.com>
Sent: Wednesday, October 18, 2023 9:25 AM
To: StateBoard Public Email
Subject: Graduation requirements in Oregon

You don't often get email from reightdrs@hotmail.com. Learn why this is important

If the board chair on anyone on the board said this or referred to this type of behavior, they need to look in a mirror and be removed from Oregon's educational system. This is exactly why Oregon schools and students rank among the lowest in the country. Caring about you kids education doesn't make you a bad person.

She stated that those who oppose their suspension of graduation standards that measure students' ability to read, write, and do math were engaged in "misinformation," "bigotry," and "racism.

ROSENBERG Corey * ODE

From: Robert Ford <usfourfords@yahoo.com>
Sent: Wednesday, October 18, 2023 11:37 AM
To: StateBoard Public Email
Subject: Graduation Requirements

Follow Up Flag: Follow up
Flag Status: Completed

You don't often get email from usfourfords@yahoo.com. Learn why this is important

Dear School Board Members,

I urge you to implement high standards in education. If a child has no goal to reach, he will never reach it. He will not have a sense of accomplishment and not have motivation to help our world.

Thank you for hearing my concerns!
Deanne Ford

ROSENBERG Corey * ODE

From: Carla Orr <zelda2victoria@gmail.com>
Sent: Wednesday, October 18, 2023 9:41 AM
To: StateBoard Public Email
Subject: Graduation

You don't often get email from zelda2victoria@gmail.com. Learn why this is important

Do not suspend graduation standards. The comments that having standards is reflective of "bigotry" and "racism' is exactly the opposite. Having no standards says you think some are not up to excellence which is not true. Give all students the chance to learn and shine.

Sincerely,
C. Orr
Woodburn, OR 97071

ROSENBERG Corey * ODE

From: Gerald Burn <Gerald.Burn.666517838@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 12:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from gerald.burn.666517838@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Reducing the standards for high school graduation will not allow these youngsters to advance in life. They may not be able to pass college entrance exams, or get a better paying job, simply because the piece of parchment paper is not worth the words in it. If they do get into college they won't be able to meet the standards because they are LOST in training. Please keep or even raise the requirements. Not all kids are college bound. Start teaching trades in the ninth grade for occupations that don't require a college degree but pay a better than average living wage. These kids will be working and making a great income before the college kids are even out in the workforce and spending years paying for it, while the kids who entered trades training don't have a bill for college to repay.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gerald Burn

ROSENBERG Corey * ODE

From: Glenn Le Vernois <Glenn.LeVernois.666522085@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from glenn.levernois.666522085@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

This is NOT in the best interest of the students, or the state.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Glenn Le Vernois

ROSENBERG Corey * ODE

From: Grady Hardage <Grady.Hardage.666522625@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Completed

You don't often get email from grady.hardage.666522625@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Its time for YOU to do what is best for all the children. Lowering the standards will once again keep the children of Oregon well below nation standards and thus hinder their future success.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.**

Regards,
Grady Hardage

ROSENBERG Corey * ODE

From: Leita Baker <Leita.Baker.666474773@advocacymessages.com>
Sent: Wednesday, October 18, 2023 10:04 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from leita.baker.666474773@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

What is WRONG with you? If you can't count change, then there is a serious problem with math education.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

Permanently table the proposal to suspend these critical graduation standards.

Regards,
Leita Baker

ROSENBERG Corey * ODE

From: Mark Mintz <Mark.Mintz.666519944@foradvocacy.com>
Sent: Wednesday, October 18, 2023 12:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from mark.mintz.666519944@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

I am ALSO opposed to the condescending, though very descriptive nature, in which you belittled the parents who spoke out against this outrageous attempt at equality (the word is NOT "equity"). Students under the proposed changes would have no knowledge of how to use the adjectives and adverbs you so verbosely pontificated in your address!

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to PERMANENTLY BAN the proposal to suspend these critical graduation standards.

Regards,
Mark Mintz

ROSENBERG Corey * ODE

From: Robert Price <robprice59@gmail.com>
Sent: Wednesday, October 18, 2023 12:17 PM
To: StateBoard Public Email
Subject: Suspending graduation standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from robprice59@gmail.com. Learn why this is important

If you are truly bent on destroying kids futures, let's just drop public funded/state mandated education all together? This idea is no less insane than yours is.
GOALS...these are what kids need to have in order to succeed, not open school doors with no final prize to strive for.
If the Oregon Board of Education is hell bent on ruining our kids futures, then don't make the taxpayers pay for your lunacy.
Let Oregon citizens put their kids in private schools with the same person student funding as public schools get now!
Dollar for dollar payments for private education is the only fair way to save our kids education.
ITS TIME TO ELIMINATE THE OREGON BOARD OF EDUCATION, AND THE OEA!

ROSENBERG Corey * ODE

From: STEVEN TOLLETT <STEVEN.TOLLETT.666475583@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from steven.tollett.666475583@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I emphatically request the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
STEVEN TOLLETT

ROSENBERG Corey * ODE

From: Andrew Cruden <Andrew.Cruden.666535342@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from andrew.cruden.666535342@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Participation trophies, safe spaces, removal of assessments: these are just a few of the things that are weakening our young people. It does not prepare them for the reality of being a contributing member of society. If today's students are not taught that there needs to be a certain level of success that the world will not adjust itself for, they will not be aware of what they need to do to prepare for life outside of their parents home.

Nobody is entitled to a free ride. Many standards cannot be adjusted to benefit an individual due to safety reasons.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrew Cruden

ROSENBERG Corey * ODE

From: Carolyn Self <Carolyn.Self.666532930@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from carolyn.self.666532930@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.
I was a math and computer teacher in Oregon for 17 years and completely believe that students need this education and they loved it and lived it. Please continue to support the students as good people and educate them, especially with math and reading.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Self

ROSENBERG Corey * ODE

From: CHERI CLARK <CHERI.CLARK.666525686@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from cheri.clark.666525686@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon is a laughing stock! How degrading to assume a person's race would make them need lower standards!!!

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
CHERI CLARK

ROSENBERG Corey * ODE

From: Dan Linscheid <danlinscheid@gmx.com>
Sent: Wednesday, October 18, 2023 2:17 PM
To: StateBoard Public Email
Subject: Suspension of graduation standards

[You don't often get email from danlinscheid@gmx.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Dear members of the Board of Education,

With a track record that puts our high school graduates at some of the lowest in the nation, I cannot help but wonder why the Board would even consider lowering the minimum standards for graduation even being considered.

Please put your efforts into devising a plan that will have the future of the children in mind, instead of merely increasing the graduation rates to make Oregon look better in national standings, while continuing to lower the educational requirement bar.

If future graduates from Oregon can only perform the rudimentary basics of literacy, mathematics, science and history, a major disservice has been done to them, as well as to future generations.

Thank you for hearing my concerns.

Respectfully,

Dan Linscheid

7095 Aumsville Hwy. SE

Salem, OR 97317

ROSENBERG Corey * ODE

From: Elizabeth Smith <Elizabeth.Smith.666551010@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from elizabeth.smith.666551010@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

THIS WILL ONLY HURT EVERY ASPECR OF PUR CHILDREN'S FUTURES AND WILL TRICKLW DOWN TO EVERY COMMUNITY MEMBER IN THE FORM OF HUGHER CRUME, LOWER EMPLOYMENT AND MORE CHANCE OF HAVING THESE CHILDREN PERMANENTLY DEPENDENT ON SOCIAL SERVICES!!!

Regards,
Elizabeth Smith

ROSENBERG Corey * ODE

From: Gary Buckles <Gary.Buckles.666533696@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from gary.buckles.666533696@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Stop your insanity!!! We are leaving Oregon due to it being run by far left progressive radicals..

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Buckles

ROSENBERG Corey * ODE

From: John Martin <John.Martin.666523994@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from john.martin.666523994@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Lowering academic achievement assessments is NOT the way to encourage students and teachers to work hard for the student's futures. Everything in my life that has been valuable has come following hard work. I find it hard to accept the path to success for our students is achievable through lowering standards.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Martin

ROSENBERG Corey * ODE

From: Joseph Long <Joseph.Long.666528449@p2a.co>
Sent: Wednesday, October 18, 2023 1:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from joseph.long.666528449@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I have been a credentialed high school and community college instructor for 20 years.
The last I looked, Oregon is rated 47th in the Nation regarding education and academic achievement. Lowering the Standards will not achieve any improvements; it will only further deterioration and short-change the students and compromise their future.

As an instructor, I am responsible, to the fullest of my profession, to the community where I live and to the students and their families, to provide a college and career ready education.

My peer faculty have the same obligation, despite the challenges as do the administration and Board of Education.

Let's look at methodology to improve education and national ranking Oregon rather than retard it.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joseph Long

ROSENBERG Corey * ODE

From: Mark Beasley <Mark.Beasley.666533560@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from mark.beasley.666533560@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. My kids are grown, but this situation is ridiculous! Fix the problem - either get rid of incompetent people or fix the underlying problems.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Beasley

ROSENBERG Corey * ODE

From: Randall Shafer <Randall.Shafer.666581576@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from randall.shafer.666581576@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. It's time to help our students regain what they have lost during the pandemic and removing standards is not about helping them, it's about supporting socialization goals that do not align with me as a parent of two children and their friends.

Oregon student's academic achievement is already low, and further lowering the bar will only fail to prepare them and the State of Oregon for the future.

Suspending graduation standards further degrades the value of an Oregon high school education. As the Board of Education, I can only assume that you are interested in restoring academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

Please permanently table the proposal to suspend critical graduation standards.

Regards,
Randall Shafer

ROSENBERG Corey * ODE

From: Richard Campbell <Richard.Campbell.666555098@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from richard.campbell.666555098@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a parent, grandparent, college graduate, and college instructor, and resident of Oregon for over seven decades, I am outraged at your proposed actions.

I am strongly opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

A rigorous education is hard work, but students from all walks of life and every racial group can learn and achieve if they apply themselves.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Campbell

ROSENBERG Corey * ODE

From: Wally Schmidt <Wally.Schmidt.666531841@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from wally.schmidt.666531841@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am offended that you are considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already embarrassingly low, and adjusting the standards to fit the poor performance only fixes the statistics.

It is a disservice to your students and their families (your customers) to lower the bar. If children are not learning to read and do math, they are forever handicapped. Your teachers are the professionals. If what they're doing is not achieving results, they need to up their game.

Don't lower the standards, fix the process.

Regards,
Wally Schmidt

ROSENBERG Corey * ODE

From: Melissa Kegel <Melissa.Kegel.666472441@p2a.co>
Sent: Wednesday, October 18, 2023 9:42 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melissa.kegel.666472441@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am VERY much opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years!!

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. Do what is best for the children!!

Regards,
Melissa Kegel

ROSENBERG Corey * ODE

From: Michael Rapp <Michael.Rapp.666423823@grsdelivery.com>
Sent: Tuesday, October 17, 2023 8:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from michael.rapp.666423823@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation; https://www.edweek.org/policy-politics/state-grades-on-k-12-achievement-2021-map-and-rankings/2021/09. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Rapp

ROSENBERG Corey * ODE

From: Randell Snelling <Randell.Snelling.666639167@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from randell.snelling.666639167@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.
As a recently retired teacher I feel strongly that you must not lower the standards.

Regards,
Randell Snelling

ROSENBERG Corey * ODE

From: Sande George <Sande.George.666740704@advocacymessages.com>
Sent: Wednesday, October 18, 2023 3:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sande.george.666740704@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education suspending the Assessment of Essential Skills for another four years.

Oregon students must compete in a global market. Lowering reading, writing, and especially math standards will not prepare them for the future.

Oregon students are already struggling in competency. Our schools are some of the lowest-ranked in the nation. It's disgraceful and a disservice. Do not lower the bar further.

Diplomas are not participation trophies!

As the Board of Education, you must restore a focus on policies that help increase academic outcomes.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Sandra George

Regards,
Sande George

ROSENBERG Corey * ODE

From: Sharon Harvey <Sharon.Harvey.666741901@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sharon.harvey.666741901@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Please do not consider suspending the Assessment of Essential Skills for another four years.

Please permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Harvey

ROSENBERG Corey * ODE

From: Sharon Vest <Sharon.Vest.666732802@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sharon.vest.666732802@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. This is stupidity.

JUST DON'T DO IT! Our youth need to prepare for their future in order to have success in life.

Our students should be challenged to do their very best.
What you propose will send a message of failure to our youth, one that says that they are not worthy, not up to the task they have been assigned. Instead they need to be encouraged to charge forward with all the tools and skills we can provide.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Vest

ROSENBERG Corey * ODE

From: Susan Reams <Susan.Reams.666741055@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 3:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from susan.reams.666741055@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Both of my children attended Oregon schools. They were challenged but were able to overcome their challenges with hard work and perseverance. Every child has gifts and weaknesses. They will not ever know them if they are not challenged to achieve in 1 or more areas. My son was particularly challenged in elementary and middle school. But he persevered and eventually became a 4.0 student in high school. He went on to serve his country aboard a submarine in the USNavy as a nuclear technician. He would not have ever known that his gift was math and science if he had not persevered.
Give our youth the gift of challenges so that they can learn perseverance. It's the best human character for our youth today. Especially our youth of today who suffered through schooling during Covid.
Do not lower standards!

Based on my experiences as a parent and as a 4H Leader for 20 years, I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Thank you for your time and serving the public.
Sincerely, Sue Reams

Regards,
Susan Reams

ROSENBERG Corey * ODE

From: Colette Kemper <Colette.Kemper.666635602@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Completed

You don't often get email from colette.kemper.666635602@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Our kids deserve better so do the business owners and managers looking for new hires. How could one hire someone unable to read and fill out an application or even make change?

Regards,
Colette Kemper

ROSENBERG Corey * ODE

From: Dave White <Dave.White.666705244@forgrassroots.com>
Sent: Wednesday, October 18, 2023 3:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from dave.white.666705244@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.
I am Dean of Science at hymarkacademy.us where we teach everything correctly and we dont require a mask or bioweapon death jab.
Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dave White

ROSENBERG Corey * ODE

From: John Hudson <John.Hudson.666593258@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from john.hudson.666593258@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Suspending the Assessment of Essential Skills for another four years is not a good idea, and I oppose this lowering of standards. It will lower the value of a high school diploma. It is NOT an egalitarian move which will help ALL students.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes - for both chalenged students and gifted students. Continually lowering the bar without any plans to help students succeed is conterproductive.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Hudson

ROSENBERG Corey * ODE

From: Karol Schrepping <karolaolson@gmail.com>
Sent: Wednesday, October 18, 2023 2:39 PM
To: StateBoard Public Email
Subject: Graduation suspension

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from karolaolson@gmail.com. Learn why this is important

The Oregon Board of Education are uneducated idiots. Kids need to be stimulated to excel for their own self image. Removing meritorious standards will create a lot of dumb, unintelligent students who will be like the people in the Government; dumb and unintelligent to function as capable adults. I grew up in Portland since I was in first grade, am now 83, and am appalled what you so called government officials have created and destroyed Portland which used to be a place that was good, had values and was a place to come to visit but not anymore it is a city negatively on the news with the tents, drugs, trans nuts and lesbians destroying its name and that includes the past three governors.

Anon

Virus-free.www.avast.com

ROSENBERG Corey * ODE

From: Gabbie Michelle <Gabrielle.Michelle@ppsworegon.org>
Sent: Wednesday, October 18, 2023 10:24 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from gabrielle.michelle@ppsworegon.org. Learn why this is important

To the Oregon Board of Education,

My name is Gabbie Michelle, I live in Grants Pass, OR, and I am writing to express my **support** for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

In Community,

Gabbie Michelle

Rogue Valley Community Educator

They / Them / Theirs

Request an Education Program

Planned Parenthood®
Care. No matter what.
Planned Parenthood of Southwestern Oregon

125 S. Central Ave, Ste 201 Medford, OR 97501

Subscribe to our Monthly Education Newsletter

DONATE CAREERS MAKE AN APPOINTMENT

Planned Parenthood of Southwestern Oregon acknowledges our health centers are located on the traditional indigenous lands of the Chelamela, Siuslaw, Winefelly, Kalapuya, Takelma, Cow Creek Umpqua, and Tolowa Dee-ni' tribal nations. Additionally, we extend our respect to the nine federally recognized Indigenous Nations of Oregon whose relationship with the land continues to this day.

We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to learn, work, and be in community on this land. We acknowledge that our organization's history, like many others, is fundamentally tied to the first colonial developments in the Willamette Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous colleagues, patients and students of PPSO's healthcare and education services.

Notice: This e-mail is for the sole use of the intended recipient(s) and contains information that is confidential and privileged. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or taking of any action in reliance on the contents of this e-mail information is strictly prohibited. If you have received this e-mail in error, please immediately notify the sender by phone and destroy all copies of the original message.

ROSENBERG Corey * ODE

From: Melissa <infomavn@teleport.com>
Sent: Wednesday, October 18, 2023 12:37 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from infomavn@teleport.com. Learn why this is important

My name is Melissa Hathaway and I live in Portland, and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships,
- now and in the future.
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy
- communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Knowledge is ALWAYS power.

Thank you for your consideration.

Melissa Hathaway

Portland

ROSENBERG Corey * ODE

From: Pablo Jose Romero <PabloJose.Romero.666744980@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from pablojose.romero.666744980@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. I question the Boards qualifications and intentional undermining of public education in Oregon.

I have spoken with many Oregon student's who graduated since 2020. Their academic achievement is already at record lows, and your actions to further lower the bar would only increase your failure to prepare them for a successful future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards and work on bringing standards back up to where they should be.

Regards,
Pablo Jose Romero

ROSENBERG Corey * ODE

From: mosrite11@aol.com
Sent: Wednesday, October 18, 2023 4:21 PM
To: StateBoard Public Email
Cc: Rep Cramer
Subject: Suspending graduation standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from mosrite11@aol.com. Learn why this is important

To Whom It May Concern:

Concerning the above discussion of the above:

It seems that if you can't make the standards, you just remove the standards, or lower them until you can.
In this case, you wish to 'suspend' them.

I have a novel idea. Why not make schools go back to institutions of learning again, instead of a political cesspool? Teach kids to survive on their own in the real world, instead of cater to their whims?

It used to be, that anyone that interrupted the learning process was removed from the situation, so that the rest of the kids could go on with the learning process. Now, more than ever, it seems that teachers spend most of their time with the one's disrupting the process, and less time with the others.

No wonder the general public is showing more distrust to the education system.

Instead of suspending the standards or lowering them, how about raising them and holding the kids and teachers accountable? What a novel concept.

Sincerely,

Tony A. Weaver.

ROSENBERG Corey * ODE

From: Alice LaViolette <aklaviolette@comcast.net>
Sent: Wednesday, October 18, 2023 4:06 PM
To: StateBoard Public Email
Subject: Please do not suspend standards for graduation

Follow Up Flag: Follow up
Flag Status: Flagged

[You don't often get email from aklaviolette@comcast.net. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Please do not remove or downgrade high school graduation requirements for our Oregon students. As educators and gatekeepers for our public school students it is your responsibility to ensure that all graduating students are prepared to be a productive member of the workforce or for entrance to a school for a more advanced degree. By downgrading requirements you send the message to students that you don't think they are capable of achievement. This is the wrong message and is very unfair to our high school kids.

I urge you to show support for students and teachers by NOT suspending graduation requirements for Oregon students.

Alice LaViolette
Salem, OR

ROSENBERG Corey * ODE

From: annie <cabeckstany@gmail.com>
Sent: Tuesday, October 17, 2023 8:55 PM
To: StateBoard Public Email
Subject: draft health curriculum standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from cabeckstany@gmail.com. Learn why this is important

Hi,

I have two kids and I started educating them early about sex and relationships because I knew that i couldn't count on accurate, non-judgmental sex ed in their school in the conservative community we used to live in. It is exciting to know that the Board has the opportunity to ensure good sex education for the students of Oregon. I urge the Board to adopt the draft curriculum standards.

These draft standards are important because they will keep young people healthy and safe, while giving them good information so that they can make good decisions. (Sex ed doesn't encourage kids to have sex. It encourages kids to make good decisions. Does teaching kids about WWII encourage them to start wars? Does teaching them to cook encourage them to over-eat?)

Most parents are relieved to have the schools take over the sex ed responsibilities, especially when the curriculum provides students with accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Please adopt the draft curriculum standards.

thanks

annie capestany

97202

ROSENBERG Corey * ODE

From: Emily Cardinal <emilycardinal97@gmail.com>
Sent: Tuesday, October 17, 2023 9:01 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Health Curriculum Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from emilycardinal97@gmail.com. Learn why this is important

To the Oregon Board of Education:

My name is Emily Cardinal, and I live in Portland. I am writing to urge you to **adopt the drafted 2023 K-12 Health Curriculum Standards**, with special attention to the sections pertaining to Healthy Relationships and Violence/Abuse Prevention, Growth and Development, and Sexual and Reproductive Health.

I write to you as someone who did not grow up with access to much of the information outlined in these sections. Lack of that comprehensive, inclusive, non-judgemental education led me into unhealthy situations and harmful relationships. Empowering young people with the information outlined in these standards is critical to setting them up for healthy, happy lives.

Students throughout Oregon should receive **age-appropriate, medically accurate education** about their bodies and answers to questions about sex and relationships without shame. The K-12 draft standards ensure that information at all grade levels supports the **safe, healthy, holistic development of young people** in Oregon.

Thank you for your support on October 19.

Best,
Emily Cardinal

ROSENBERG Corey * ODE

From: Amber Severson <amber.severson@hotmail.com>
Sent: Thursday, October 12, 2023 6:22 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from amber.severson@hotmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Amber Severson and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Amber Severson
Portland, OR

ROSENBERG Corey * ODE

From: anna sun <annaysun@yahoo.com>
Sent: Friday, October 13, 2023 9:05 AM
To: StateBoard Public Email
Cc: cassie.purdy@ppaoregon.org
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from annaysun@yahoo.com. Learn why this is important

To the Oregon Board of Education,

My name is Anna Cowen and I live in Oregon City and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

Young people have the right to receive the information and skills they need to protect their health.
Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Anna Cowen

Oregon City

ROSENBERG Corey * ODE

From: Anthony Jeffries <ajeffri@gmail.com>
Sent: Friday, October 13, 2023 11:22 AM
To: StateBoard Public Email
Cc: cassie.purdy@ppaoregon.org
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from ajeffri@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Anthony Glen Jeffries and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

Young people have the right to receive the information and skills they need to protect their health.
Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Anthony Glen Jeffries
Portland

ROSENBERG Corey * ODE

From: Brittney Montag <brittneymontag@gmail.com>
Sent: Thursday, October 12, 2023 7:12 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from brittneymontag@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Brittney and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Brittney Montag
Portland, OR

--
Brittney Montag
(206)-593-8363
Find me on LinkedIn

ROSENBERG Corey * ODE

From: Carla Jean Hall <carlajeanhall@gmail.com>
Sent: Saturday, October 14, 2023 2:49 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from carlajeanhall@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Carla Jean Hall and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Carla Jean Hall
Portland

ROSENBERG Corey * ODE

From: Cece Ortiz <cecelia.ortizb@gmail.com>
Sent: Thursday, October 12, 2023 5:01 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from cecelia.ortizb@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Cecelia Ortiz-Barreiro and I live in the city of Tigard and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Sincerely,

Cecelia Ortiz-Barreiro
Tigard, Oregon

ROSENBERG Corey * ODE

From: Elaine McFarlane <elainemc@peak.org>
Sent: Tuesday, October 17, 2023 5:13 PM
To: StateBoard Public Email
Cc: cassie.purdy@ppaoregon.org
Subject: Public comment: 2023 Draft Health Curriculum Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from elainemc@peak.org. Learn why this is important

To: StateBoard.PublicEmail@ode.oregon.gov
Subject Line: Public comment: 2023 Draft Health Curriculum Standards

To the Oregon Board of Education,

My name is Elaine McFarlane and I live in Corvallis. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. I am aware of high school boys who ended up being fathers before they graduated because their families did not provide birth control information to them.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Elaine McFarlane
Corvallis

ROSENBERG Corey * ODE

From: Erin Gilfillan <erindgilfillan@gmail.com>
Sent: Friday, October 13, 2023 2:11 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from erindgilfillan@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Erin Gilfillan and I live in Eugene and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Cheers,

Erin Gilfillan, Owner
Friendly Street Market
2757 Friendly Street
Eugene, OR 97405
541-683-2079 (market)
http://friendlystmarket.com/

ROSENBERG Corey * ODE

From: ESTHER FRIEDMAN <ibclcprof@comcast.net>
Sent: Tuesday, October 17, 2023 3:43 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from ibclcprof@comcast.net. Learn why this is important

To the Oregon Board of Education,

My name is Esther Friedman and I live in Salem and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Esther Friedman
Salem, OR

ROSENBERG Corey * ODE

From: Ethan Sloan <e.ticket27@gmail.com>
Sent: Friday, October 13, 2023 10:24 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from e.ticket27@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Ethan and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Ethan Sloan
Portland, OR

ROSENBERG Corey * ODE

From: Haley Burns <haleyburns0123@gmail.com>
Sent: Thursday, October 12, 2023 7:31 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from haleyburns0123@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Haley and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Haley Burns

Portland, OR

ROSENBERG Corey * ODE

From: Hannah Lee <hannahmlee0@gmail.com>
Sent: Monday, October 16, 2023 5:05 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from hannahmlee0@gmail.com. Learn why this is important

To the Oregon Board of Education,

I live in Portland (Sellwood), and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

Young people have the right to receive the information and skills they need to protect their health. Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.

Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Sincerely,
Hannah Lee
Portland (Sellwood)

ROSENBERG Corey * ODE

From: ilene holistichorsebodyworks.com <ilene@holistichorsebodyworks.com>
Sent: Thursday, October 12, 2023 5:10 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from ilene@holistichorsebodyworks.com. Learn why this is important

Re: Public comment: 2023 Draft Health Curriculum Standards

To the Oregon Board of Education,

My name is Ilene Nessenson, and I live in Hillsboro. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Ilene Nessenson
Hillsboro

STRETCH YOUR HORSE COACH VIDEO TUTORIALS ON SALE! 70% OFF!
StretchYourHorse.com

Ilene Nessenson, JD, CEBW
Holistic Horse Bodyworks, LLC

Certified Equine Bodyworker and Saddle Fitter
Thermal Imaging Technician
Saddle Reflocking
Certified Equi Tape Practitioner
(503) 867-1023
www.HolisticHorseBodyworks.com
www.SaddleReflocking.com

ROSENBERG Corey * ODE

From: Ivie van Lent <ivievanlent@gmail.com>
Sent: Monday, October 16, 2023 9:45 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from ivievanlent@gmail.com. Learn why this is important

To the Oregon Board of Education,
My name is Ivie van Lent I live in Lincoln City and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.
I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.
The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.
I urge the Board to adopt the draft curriculum standards because:

- 1. Young people have the right to receive the information and skills they need to protect their health.
- 2. Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- 3. Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.
Thank you for your consideration.
Ivie van Lent
Lincoln City

ROSENBERG Corey * ODE

From: Izzie Marshall <inm@uoregon.edu>
Sent: Tuesday, October 17, 2023 11:46 AM
To: StateBoard Public Email
Cc: Cassie Purdy
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from inm@uoregon.edu. Learn why this is important

To the Oregon Board of Education,

My name is Izzie Marshall and I live in Eugene and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Izzie Marshall
Eugene 97403

ROSENBERG Corey * ODE

From: Jean Rystrom <rystromj@gmail.com>
Sent: Monday, October 16, 2023 8:36 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from rystromj@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Jean (Jeanneane) Rystrom and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Jean Rystrom
Portland

ROSENBERG Corey * ODE

From: Jen LaMastra <jenlamastra@yahoo.com>
Sent: Thursday, October 12, 2023 7:26 PM
To: StateBoard Public Email
Subject: comprehensive, age-appropriate sex education

You don't often get email from jenlamastra@yahoo.com. Learn why this is important

To the Oregon Board of Education,

My name is Jen LaMastra and I live in Portland Oregon, and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Jen LaMastra
Portland Oregon

Jen

ROSENBERG Corey * ODE

From: Jessica <jessicamcarthur@comcast.net>
Sent: Wednesday, October 18, 2023 2:16 PM
To: StateBoard Public Email
Subject: Sex ed

You don't often get email from jessicamcarthur@comcast.net. Learn why this is important

To the Oregon Board of Education,
My name is Jessica McArthur and I live in Charleston Oregon and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.
I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.
The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.
I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.
Thank you for your consideration.
Jessica McArthur
Charleston, Oregon

ROSENBERG Corey * ODE

From: solace dances <solacdncs@yahoo.com>
Sent: Friday, October 13, 2023 10:15 AM
To: StateBoard Public Email
Cc: cassie.purdy@ppaoregon.org
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from solacdncs@yahoo.com. Learn why this is important

To the Oregon Board of Education,

My name is Juanita Rinas and I live in Eugene and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions
- about sex and relationships, now and in the future.
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how
- to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Juanita Rinas
Eugene, Oregon

"The need to run wild, the sense of adventure and exploration, the excitement in discovering the world of nature around me (and in me) were not acceptable in a grown woman. I go into the wilderness and rediscover the home within, to make sense of a life that didn't fit" parenthetical addition mine, quote: China Garland

ROSENBERG Corey * ODE

From: Jude al-Ghazal Stone <jghazalstone@aclu-or.org>
Sent: Friday, October 13, 2023 11:35 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from jghazalstone@aclu-or.org. Learn why this is important

To the Oregon Board of Education,

My name is Jude and I live in Salem. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social/emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people with age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age-appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Sincerely,
Jude al-Ghazal Stone
Salem (97305)

ROSENBERG Corey * ODE

From: Julia Salomone <juliamegan25@gmail.com>
Sent: Thursday, October 12, 2023 5:20 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from juliamegan25@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Julia and I live in Po and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Julia
Portland, Oregon

ROSENBERG Corey * ODE

From: Julian Chiappisi-Livermore <jcl12159@gmail.com>
Sent: Thursday, October 12, 2023 8:44 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from jcl12159@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Julian and I live in Portland, Oregon. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged. I also believe comprehensive sex education is closely tied to developing youth's sense of selves.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

Young people have the right to receive the information and skills they need to protect their health.
Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Julian
Portland, OR

ROSENBERG Corey * ODE

From: kasey hersey <kaseyhersey@hotmail.com>
Sent: Friday, October 13, 2023 11:22 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from kaseyhersey@hotmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Kasey Hersey and I live in Bend, OR. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I strongly urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Sincerely,
Kasey Hersey
Bend, OR

Get Outlook for Android

ROSENBERG Corey * ODE

From: Keith Bunting <keithchrisbunting@gmail.com>
Sent: Tuesday, October 17, 2023 4:00 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from keithchrisbunting@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Keith Bunting and I live in Sandy and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Keith Bunting
Sandy

ROSENBERG Corey * ODE

From: Kelly Lyon <kelly.lyon2727@gmail.com>
Sent: Friday, October 13, 2023 7:12 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from kelly.lyon2727@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Kelly Lyon and I live in Eugene and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Kelly Lyon
Eugene

ROSENBERG Corey * ODE

From: Maggie D <larissadelair@gmail.com>
Sent: Thursday, October 12, 2023 5:28 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from larissadelair@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Larissa and I live in Milwaukie, OR and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

• Young people have the right to receive the information and skills they need to protect their health.

• Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.

• Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Larissa DeLair

Milwaukie, OR

ROSENBERG Corey * ODE

From: Laura Hefner <lauraelizabethhefner@gmail.com>
Sent: Friday, October 13, 2023 10:36 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from lauraelizabethhefner@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Laura Hefner, and I live in Eugene. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Laura Hefner
Eugene

ROSENBERG Corey * ODE

From: Laura Johnson <lakjohnson2011@gmail.com>
Sent: Friday, October 13, 2023 9:34 AM
To: StateBoard Public Email
Subject: Health Curriculum

You don't often get email from lakjohnson2011@gmail.com. Learn why this is important

My name is Laura Johnson and I live in The Dalles and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.
I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.
The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.
I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have accurate information and skills they need to make healthy decisions about sex and relationships, now and in the future. Otherwise, they are likely to get inaccurate information from the internet.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.
Thank you for your consideration.
Laura Johnson
The Dalles Oregon
Sent from my iPhone

ROSENBERG Corey * ODE

From: Levi Miller <levimillerland@yahoo.com>
Sent: Tuesday, October 17, 2023 8:50 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from levimillerland@yahoo.com. Learn why this is important

To the Oregon Board of Education,

My name is Levi Miller and I live in Lake Oswego and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Levi Miller
Lake Oswego

ROSENBERG Corey * ODE

From: Lillian Garcia <lcgarcia@willamette.edu>
Sent: Thursday, October 12, 2023 9:06 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from lcgarcia@willamette.edu. Learn why this is important

To the Oregon Board of Education,

My name is Lillian Garcia and I live in Salem and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Lillian Garcia
She/ Her (**why do I use pronouns?**)
Secretary - Women of AGSM
JD/ MBA Candidate 2026
Willamette University

ROSENBERG Corey * ODE

From: Martina Sierra <martinamiscellaneous@gmail.com>
Sent: Tuesday, October 17, 2023 12:27 PM
To: StateBoard Public Email
Subject: Sex Education Proposed Curriculum -- In favor

You don't often get email from martinamiscellaneous@gmail.com. Learn why this is important

Subject Line: Public comment: 2023 Draft Health Curriculum Standards

To the Oregon Board of Education,

My name is Martina Sierra and I live in Salem. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social-emotional learning, risk reduction, and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people with age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows

them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Martina J Sierra
295 Taybin Rd NW
Salem, OR 97304
503-931-7397
martinamiscellaneous@gmail.com

ROSENBERG Corey * ODE

From: Maya Crone <mayacrone@gmail.com>
Sent: Friday, October 13, 2023 11:06 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from mayacrone@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Maya Crone and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Maya Crone
Portland

ROSENBERG Corey * ODE

From: Michelle Casey <michellecasey02@gmail.com>
Sent: Monday, October 16, 2023 11:14 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from michellecasey02@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Michelle Casey and I live in Portland and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.

Michelle Casey
Portland, OR

ROSENBERG Corey * ODE

From: Pam REBER <pamela.reber@gmail.com>
Sent: Tuesday, October 17, 2023 9:50 AM
To: StateBoard Public Email
Subject: Please adopt the 2023 Health Curriculum Standards as written, esp. the sex and reproductive health standards

You don't often get email from pamela.reber@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Pam Reber and I live in Eugene and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Pam Reber
Eugene, OR

ROSENBERG Corey * ODE

From: Rachel Lastra <rachel.lastra@gmail.com>
Sent: Tuesday, October 17, 2023 2:19 PM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from rachel.lastra@gmail.com. Learn why this is important

To the Oregon Board of Education,

My name is Rachel Lastra and I live in Beaverton, and I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
-
- Young people have the right to receive the information and skills they need to protect their health.
-
-
-
- Sex education works. Young people should have the information and skills they need to make healthy decisions about
- sex and relationships, now and in the future.
-
-
-
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice
- consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.

Thank you for your consideration.
Rachel Lastra
Beaverton

ROSENBERG Corey * ODE

From: Sharon VanSickle-Robbins <srobbins@easystreet.net>
Sent: Sunday, October 15, 2023 10:40 AM
To: StateBoard Public Email
Cc: Sharon VanSickle-Robbins
Subject: Public comment: 2023 draft health curriculum standards

You don't often get email from srobbins@easystreet.net. Learn why this is important

To the Oregon Board of Education,

My name is Sharon Robbins and I live in Portland. I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.

I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.

The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.

I urge the Board to adopt the draft curriculum standards because:

-
- Young
- people have the right to receive the information and skills they need to protect their health.
-
-
- Sex
- education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
-
-
- Comprehensive,
- age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which
- helps strengthen our communities.
-

The draft 2023 curriculum standards ensure that students benefit from all of these worthy objectives.

Thank you for your consideration.

Sharon Robbins

Portland, Oregon
503-381-8780
srobbins@easystreet.net

ROSENBERG Corey * ODE

From: Vanessa Lyon <bumpyzoid@gmail.com>
Sent: Friday, October 13, 2023 10:18 AM
To: StateBoard Public Email
Subject: Public comment: 2023 Draft Health Curriculum Standards

You don't often get email from bumpyzoid@gmail.com. Learn why this is important

To the Oregon Board of Education,
My name is Vanessa Lyon, and I live in Corbett, I am writing to express my support for the 2023 Health Curriculum Standards as drafted, especially the sexual and reproductive health standards.
I believe that comprehensive sex education is closely tied to healthy social emotional learning, risk reduction and disease prevention. Young people in Oregon should get age-appropriate, medically accurate information and answers to questions about sex and relationships without being shamed or judged.
The 2023 Health Curriculum Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being.
I urge the Board to adopt the draft curriculum standards because:

- Young people have the right to receive the information and skills they need to protect their health.
- Sex education works. Young people should have the information and skills they need to make healthy decisions about sex and relationships, now and in the future.
- Comprehensive, age appropriate sex education keeps young people safe. When young people are taught how to practice consent, respect, healthy communication and boundary setting/respecting, it allows them to better understand and prevent sexual and relationship violence, which helps strengthen our communities.

The draft 2023 curriculum standards ensure that students have accurate, inclusive, age-appropriate, and non-judgmental information about healthy relationships, sexual and reproductive health, and mental health.
Thank you for your consideration.
Dr. Vanessa Lyon
Corbett

Warmly,

--

Dr. Vanessa Lyon, ND
Naturopathic Physician & Midwife
Canyon Medical Center
Portland, Oregon
P. 503.252.8125
F. 503.256.8422
Now accepting new patients!

Please note:

There is no charge for clarification of your current treatment plan or medication doses, or when your physician has requested that you check in about your response to a treatment. There will be a nominal fee for emails requiring medical advice that needs to be processed and recorded in your chart, or for emails that result in your physician prescribing a new medication.

Thank you for your patience and your understanding of our policy.

CONFIDENTIALITY NOTICE The information transmitted is intended solely for the individual or entity to which it is addressed and may contain confidential and/or privileged medical information. Any review, retransmission, dissemination or other use of or taking action in reliance upon this information by persons or entities other than the intended recipient is strictly prohibited. If you have received this email in error please contact the sender and delete the material from any computer.

Pardon any typos, autocorrect is a bossy mistress

ROSENBERG Corey * ODE

From: Lori Howard <Lori.Howard.666399065@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lori.howard.666399065@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lori Howard

ROSENBERG Corey * ODE

From: William Von Bergen <William.VonBergen.666399056@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.vonbergen.666399056@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Von Bergen

ROSENBERG Corey * ODE

From: Brad Pohlmann <Brad.Pohlmann.666399038@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brad.pohlmann.666399038@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brad Pohlmann

ROSENBERG Corey * ODE

From: Roberta Pitman <Roberta.Pitman.666399001@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roberta.pitman.666399001@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roberta Pitman

ROSENBERG Corey * ODE

From: Jeff Brumley <Jeff.Brumley.666398958@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.brumley.666398958@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Brumley

ROSENBERG Corey * ODE

From: Phil Buell <Phil.Buell.666398903@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from phil.buell.666398903@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Phil Buell

ROSENBERG Corey * ODE

From: Gail Fridstein <Gail.Fridstein.666398895@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gail.fridstein.666398895@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gail Fridstein

ROSENBERG Corey * ODE

From: Diane Butts <Diane.Butts.666398859@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from diane.butts.666398859@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Diane Butts

ROSENBERG Corey * ODE

From: Leatrice Lily <Leatrice.Lily.666398886@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leatrice.lily.666398886@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Leatrice Lily

ROSENBERG Corey * ODE

From: kristin harper <kristin.harper.666398778@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristin.harper.666398778@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
kristin harper

ROSENBERG Corey * ODE

From: James McRae <James.McRae.666399399@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.mcrae.666399399@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James McRae

ROSENBERG Corey * ODE

From: Mike Gilfillan <Mike.Gilfillan.666399353@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.gilfillan.666399353@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Gilfillan

ROSENBERG Corey * ODE

From: Steven Schropp <Steven.Schropp.666399281@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.schropp.666399281@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Schropp

ROSENBERG Corey * ODE

From: Charlene Knudsen <Charlene.Knudsen.666399272@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charlene.knudsen.666399272@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charlene Knudsen

ROSENBERG Corey * ODE

From: Mark Jones <Mark.Jones.666399236@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.jones.666399236@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Jones

ROSENBERG Corey * ODE

From: Oscar Hult <Oscar.Hult.666399191@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from oscar.hult.666399191@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Oscar Hult

ROSENBERG Corey * ODE

From: Kathy Jensen <Kathy.Jensen.666399164@p2a.co>
Sent: Tuesday, October 17, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.jensen.666399164@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Jensen

ROSENBERG Corey * ODE

From: Roberta Powell <Roberta.Powell.666399146@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roberta.powell.666399146@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. We need students who have the education and skills they need to compete in the challenges of the workforce and higher education. Suspending the standards does nothing to help them. It may make those in power look good on paper but does nothing to help the students.

Regards,
Roberta Powell

ROSENBERG Corey * ODE

From: Dawn Russ <Dawn.Russ.666399137@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dawn.russ.666399137@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dawn Russ

ROSENBERG Corey * ODE

From: JM Carso <JM.Carso.666399092@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jm.carso.666399092@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
JM Carso

ROSENBERG Corey * ODE

From: Debra Rose <Debra.Rose.666399920@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debra.rose.666399920@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debra Rose

ROSENBERG Corey * ODE

From: Daniel Kountz <Daniel.Kountz.666399867@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from daniel.kountz.666399867@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Daniel Kountz

ROSENBERG Corey * ODE

From: Edward Cole <Edward.Cole.666399803@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from edward.cole.666399803@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Edward Cole

ROSENBERG Corey * ODE

From: Michael Misenheimer <Michael.Misenheimer.666399812@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.misenheimer.666399812@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Misenheimer

ROSENBERG Corey * ODE

From: Linda Bean <Linda.Bean.666399696@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.bean.666399696@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Bean

ROSENBERG Corey * ODE

From: Lee Ray <Lee.Ray.666399588@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lee.ray.666399588@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lee Ray

ROSENBERG Corey * ODE

From: Rachel Collman <Rachel.Collman.666399515@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rachel.collman.666399515@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rachel Collman

ROSENBERG Corey * ODE

From: Krista Neal <Krista.Neal.666399461@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from krista.neal.666399461@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Krista Neal

ROSENBERG Corey * ODE

From: gerald waters <gerald.waters.666400242@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gerald.waters.666400242@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
gerald waters

ROSENBERG Corey * ODE

From: Cole Roth <Cole.Roth.666400233@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cole.roth.666400233@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cole Roth

ROSENBERG Corey * ODE

From: Shirley Walker <Shirley.Walker.666400215@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shirley.walker.666400215@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shirley Walker

ROSENBERG Corey * ODE

From: Kathleen Stokes <Kathleen.Stokes.666400198@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.stokes.666400198@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Stokes

ROSENBERG Corey * ODE

From: Kent Walton <Kent.Walton.666400189@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kent.walton.666400189@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kent Walton

ROSENBERG Corey * ODE

From: Stacy McClellan <Stacy.McClellan.666400080@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stacy.mcclellan.666400080@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stacy McClellan

ROSENBERG Corey * ODE

From: Steve Klier <Steve.Klier.666400017@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.klier.666400017@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Klier

ROSENBERG Corey * ODE

From: Jerry Gander <Jerry.Gander.666399993@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerry.gander.666399993@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerry Gander

ROSENBERG Corey * ODE

From: Christy Baty <Christy.Baty.666399957@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christy.baty.666399957@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christy Baty

ROSENBERG Corey * ODE

From: Glenn Schneider <Glenn.Schneider.666399948@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from glenn.schneider.666399948@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Glenn Schneider

ROSENBERG Corey * ODE

From: John Huseby <John.Huseby.666400297@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.huseby.666400297@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Huseby

ROSENBERG Corey * ODE

From: KAREN ARMSTRONG <KAREN.ARMSTRONG.666400288@p2a.co>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.armstrong.666400288@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
KAREN ARMSTRONG

ROSENBERG Corey * ODE

From: Michael Mosee <Michael.Mosee.666400332@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.mosee.666400332@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Mosee

ROSENBERG Corey * ODE

From: Alexander Brauer <Alexander.Brauer.666400369@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from alexander.brauer.666400369@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Alexander Brauer

ROSENBERG Corey * ODE

From: Michael Tharp <Michael.Tharp.666400387@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.tharp.666400387@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Tharp

ROSENBERG Corey * ODE

From: Anne Jantzi <Anne.Jantzi.666400396@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anne.jantzi.666400396@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anne Jantzi

ROSENBERG Corey * ODE

From: Pamela Tosch <Pamela.Tosch.666400440@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pamela.tosch.666400440@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pamela Tosch

ROSENBERG Corey * ODE

From: Larry Fenstermaker <Larry.Fenstermaker.666400468@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.fenstermaker.666400468@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Fenstermaker

ROSENBERG Corey * ODE

From: Peggy Kilpatrick <Peggy.Kilpatrick.666400486@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from peggy.kilpatrick.666400486@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Peggy Kilpatrick

ROSENBERG Corey * ODE

From: Steven Tucker <Steven.Tucker.666400512@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.tucker.666400512@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Tucker

ROSENBERG Corey * ODE

From: Jamie Gentry <Jamie.Gentry.666400530@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jamie.gentry.666400530@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jamie Gentry

ROSENBERG Corey * ODE

From: Debbie Fingerut <Debbie.Fingerut.666400639@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debbie.fingerut.666400639@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debbie Fingerut

ROSENBERG Corey * ODE

From: Tawnie Roberds <Tawnie.Roberds.666400648@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tawnie.roberds.666400648@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tawnie Roberds

ROSENBERG Corey * ODE

From: William Chastain <William.Chastain.666400710@p2a.co>
Sent: Tuesday, October 17, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.chastain.666400710@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Chastain

ROSENBERG Corey * ODE

From: Elena Sylvester <Elena.Sylvester.666400783@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elena.sylvester.666400783@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Elena Sylvester

ROSENBERG Corey * ODE

From: Fred Hemmers <Fred.Hemmers.666400918@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from fred.hemmers.666400918@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Fred Hemmers

ROSENBERG Corey * ODE

From: Larry Carter <Larry.Carter.666400945@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.carter.666400945@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Carter

ROSENBERG Corey * ODE

From: charles cates <charles.cates.666400954@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.cates.666400954@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
charles cates

ROSENBERG Corey * ODE

From: John Obermeyer <John.Obermeyer.666401016@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.obermeyer.666401016@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Obermeyer

ROSENBERG Corey * ODE

From: Lory Bardes <Lory.Bardes.666401106@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lory.bardes.666401106@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lory Bardes

ROSENBERG Corey * ODE

From: Julie McIntyre <Julie.McIntyre.666401061@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.mcintyre.666401061@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie McIntyre

ROSENBERG Corey * ODE

From: Neil Ripsch <Neil.Ripsch.666401089@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from neil.ripsch.666401089@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Neil Ripsch

ROSENBERG Corey * ODE

From: Dave Maurice <Dave.Maurice.666401070@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dave.maurice.666401070@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dave Maurice

ROSENBERG Corey * ODE

From: jennifer barbee <jennifer.barbee.666401151@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.barbee.666401151@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
jennifer barbee

ROSENBERG Corey * ODE

From: Char Pennie <Char.Pennie.666401160@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from char.pennie.666401160@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Char Pennie

ROSENBERG Corey * ODE

From: GERALD SPIRES <GERALD.SPIRES.666401188@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gerald.spires.666401188@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
GERALD SPIRES

ROSENBERG Corey * ODE

From: Carolyn Curtis <Carolyn.Curtis.666401430@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.curtis.666401430@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Curtis

ROSENBERG Corey * ODE

From: John Simons <John.Simons.666401412@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.simons.666401412@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Simons

ROSENBERG Corey * ODE

From: Kevin Wright <Kevin.Wright.666401566@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.wright.666401566@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Wright

ROSENBERG Corey * ODE

From: Jerry Bash <Jerry.Bash.666401601@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerry.bash.666401601@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerry Bash

ROSENBERG Corey * ODE

From: Rebekah Wolfenbarger <Rebekah.Wolfenbarger.666401584@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rebekah.wolfenbarger.666401584@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rebekah Wolfenbarger

ROSENBERG Corey * ODE

From: Kathleen Hansen <Kathleen.Hansen.666401629@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.hansen.666401629@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Hansen

ROSENBERG Corey * ODE

From: Glenn Dye <Glenn.Dye.666401674@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from glenn.dye.666401674@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Glenn Dye

ROSENBERG Corey * ODE

From: David and Julie Hodges <DavidandJulie.Hodges.666401683@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from davidandjulie.hodges.666401683@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David and Julie Hodges

ROSENBERG Corey * ODE

From: Jeanette Steele <Jeanette.Steele.666401728@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeanette.steele.666401728@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeanette Steele

ROSENBERG Corey * ODE

From: Sonya Seely <Sonya.Seely.666401737@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sonya.seely.666401737@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sonya Seely

ROSENBERG Corey * ODE

From: Steven Silverthorne <Steven.Silverthorne.666401764@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.silverthorne.666401764@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Silverthorne

ROSENBERG Corey * ODE

From: Cathi Winemiller <Cathi.Winemiller.666401773@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cathi.winemiller.666401773@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cathi Winemiller

ROSENBERG Corey * ODE

From: Susan Streeter <Susan.Streeter.666401836@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.streeter.666401836@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Streeter

ROSENBERG Corey * ODE

From: DEVIN BOOTH <DEVIN.BOOTH.666401863@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from devin.booth.666401863@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
DEVIN BOOTH

ROSENBERG Corey * ODE

From: Gary Morris <Gary.Morris.666401908@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.morris.666401908@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Morris

ROSENBERG Corey * ODE

From: Liz Hyde <Liz.Hyde.666401953@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from liz.hyde.666401953@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Liz Hyde

ROSENBERG Corey * ODE

From: Brian Thorpe <Brian.Thorpe.666401999@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.thorpe.666401999@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Thorpe

ROSENBERG Corey * ODE

From: Susan Kesti <Susan.Kesti.666402033@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.kesti.666402033@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Kesti

ROSENBERG Corey * ODE

From: Loretta Matulich <Loretta.Matulich.666402060@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from loretta.matulich.666402060@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Loretta Matulich, Ph.D.
Faculty Emerita, Clackamas CC

Regards,
Loretta Matulich

ROSENBERG Corey * ODE

From: KRISTEN BOYD <KRISTEN.BOYD.666402079@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristen.boyd.666402079@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
KRISTEN BOYD

ROSENBERG Corey * ODE

From: Jennifer Backstrand <Jennifer.Backstrand.666402114@p2a.co>
Sent: Tuesday, October 17, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.backstrand.666402114@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Backstrand

ROSENBERG Corey * ODE

From: Brittny Porter <Brittny.Porter.666402105@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brittny.porter.666402105@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future. Many of these kids don’t even know how many stars are on the flag!

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brittny Porter

ROSENBERG Corey * ODE

From: Melissa Dukes <Melissa.Dukes.666402141@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melissa.dukes.666402141@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melissa Dukes

ROSENBERG Corey * ODE

From: BARBARA ULMAN <BARBARA.ULMAN.666402169@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barbara.ulman.666402169@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
BARBARA ULMAN

ROSENBERG Corey * ODE

From: Kathleen Welch <Kathleen.Welch.666402178@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.welch.666402178@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Welch

ROSENBERG Corey * ODE

From: Lee Ann Fields <LeeAnn.Fields.666402367@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leeann.fields.666402367@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lee Ann Fields

ROSENBERG Corey * ODE

From: Heather Church <Heather.Church.666402420@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from heather.church.666402420@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Heather Church

ROSENBERG Corey * ODE

From: Patricia Propper <Patricia.Propper.666402376@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.propper.666402376@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Propper

ROSENBERG Corey * ODE

From: Julie Rue <Julie.Rue.666402510@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.rue.666402510@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie Rue

ROSENBERG Corey * ODE

From: Nancy Winslow <Nancy.Winslow.666402655@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.winslow.666402655@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Winslow

ROSENBERG Corey * ODE

From: Colby Fleck <Colby.Fleck.666402691@p2a.co>
Sent: Tuesday, October 17, 2023 4:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from colby.fleck.666402691@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Colby Fleck

ROSENBERG Corey * ODE

From: Stephen Kassis <Stephen.Kassis.666402682@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 4:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephen.kassis.666402682@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephen Kassis

ROSENBERG Corey * ODE

From: Patricia Howard <Patricia.Howard.666402754@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.howard.666402754@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Howard

ROSENBERG Corey * ODE

From: Laura Brown <Laura.Brown.666402763@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laura.brown.666402763@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laura Brown

ROSENBERG Corey * ODE

From: sareina hernandez <sareina.hernandez.666402781@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sareina.hernandez.666402781@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
sareina hernandez

ROSENBERG Corey * ODE

From: Mike Baker <Mike.Baker.666402934@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.baker.666402934@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Baker

ROSENBERG Corey * ODE

From: Kerrie L Crompton <KerrieL.Crompton.666402952@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kerriel.crompton.666402952@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kerrie L Crompton

ROSENBERG Corey * ODE

From: Shellie Briggs <Shellie.Briggs.666403023@forgrassroots.com>
Sent: Tuesday, October 17, 2023 4:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shellie.briggs.666403023@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shellie Briggs

ROSENBERG Corey * ODE

From: Edward Miller <Edward.Miller.666403041@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from edward.miller.666403041@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Edward Miller

ROSENBERG Corey * ODE

From: Donna Lee <Donna.Lee.666403050@yourconstituent.com>
Sent: Tuesday, October 17, 2023 4:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.lee.666403050@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Lee

ROSENBERG Corey * ODE

From: Thomas Coyne <Thomas.Coyne.666403122@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from thomas.coyne.666403122@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Thomas Coyne

ROSENBERG Corey * ODE

From: Daren Thomas <Daren.Thomas.666403159@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from daren.thomas.666403159@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. This is unacceptable.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Daren Thomas

ROSENBERG Corey * ODE

From: Tracy Vilhauer <Tracy.Vilhauer.666403249@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tracy.vilhauer.666403249@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tracy Vilhauer

ROSENBERG Corey * ODE

From: Ellie Renoe <Ellie.Renoe.666403384@foradvocacy.com>
Sent: Tuesday, October 17, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ellie.renoe.666403384@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ellie Renoe

ROSENBERG Corey * ODE

From: Jolyn Skidmore <Jolyn.Skidmore.666403438@advocacymessages.com>
Sent: Tuesday, October 17, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jolyn.skidmore.666403438@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jolyn Skidmore

ROSENBERG Corey * ODE

From: Jim Kuhn <Jim.Kuhn.666403429@p2a.co>
Sent: Tuesday, October 17, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.kuhn.666403429@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Kuhn

ROSENBERG Corey * ODE

From: Tara Kness <Tara.Kness.666403465@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tara.kness.666403465@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tara Kness

ROSENBERG Corey * ODE

From: Anne-Marie Paras <AnneMarie.Paras.666403474@grsdelivery.com>
Sent: Tuesday, October 17, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from annemarie.paras.666403474@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anne-Marie Paras

ROSENBERG Corey * ODE

From: Patti Jacobs <Patti.Jacobs.666403483@advocatefor.me>
Sent: Tuesday, October 17, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patti.jacobs.666403483@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patti Jacobs

ROSENBERG Corey * ODE

From: vern horn <vern.horn.666403537@p2a.co>
Sent: Tuesday, October 17, 2023 4:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from vern.horn.666403537@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
vern horn

ROSENBERG Corey * ODE

From: Gary Lampella <Gary.Lampella.666403645@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.lampella.666403645@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Lampella

ROSENBERG Corey * ODE

From: Steve Knutzen <Steve.Knutzen.666403672@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.knutzen.666403672@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Knutzen

ROSENBERG Corey * ODE

From: Marc Kirsch <Marc.Kirsch.666403762@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marc.kirsch.666403762@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marc Kirsch

ROSENBERG Corey * ODE

From: Capt Brad Fry <CaptBrad.Fry.666403771@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from captbrad.fry.666403771@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Capt Brad Fry

ROSENBERG Corey * ODE

From: Ronald Soper <Ronald.Soper.666403816@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ronald.soper.666403816@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ronald Soper

ROSENBERG Corey * ODE

From: Kris Rees <Kris.Rees.666403951@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kris.rees.666403951@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kris Rees

ROSENBERG Corey * ODE

From: Gary Linton <Gary.Linton.666403933@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.linton.666403933@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Linton

ROSENBERG Corey * ODE

From: Mesfin H Beshir <MesfinH.Beshir.666403979@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mesfinh.beshir.666403979@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mesfin H Beshir

ROSENBERG Corey * ODE

From: Gary Rowden <Gary.Rowden.666404013@p2a.co>
Sent: Tuesday, October 17, 2023 5:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.rowden.666404013@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Rowden

ROSENBERG Corey * ODE

From: Roger Bly <Roger.Bly.666404068@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roger.bly.666404068@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roger Bly

ROSENBERG Corey * ODE

From: Craig Norman <Craig.Norman.666404149@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from craig.norman.666404149@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Craig Norman

ROSENBERG Corey * ODE

From: Brent and Alice Carey <BrentandAlice.Carey.666404194@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brentandalice.carey.666404194@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brent and Alice Carey

ROSENBERG Corey * ODE

From: Stephanie North <Stephanie.North.666404482@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephanie.north.666404482@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephanie North

ROSENBERG Corey * ODE

From: Tyrel Wilson <Tyrel.Wilson.666404518@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tyrel.wilson.666404518@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tyrel Wilson

ROSENBERG Corey * ODE

From: Dr. Jess W Blankenship <DrJessW.Blankenship.666404590@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from drjessw.blankenship.666404590@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dr. Jess W Blankenship

ROSENBERG Corey * ODE

From: Tom Coleman <Tom.Coleman.666404608@p2a.co>
Sent: Tuesday, October 17, 2023 5:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tom.coleman.666404608@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tom Coleman

ROSENBERG Corey * ODE

From: John Stark <John.Stark.666404662@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.stark.666404662@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Stark

ROSENBERG Corey * ODE

From: Linda Hayes <Linda.Hayes.666404644@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.hayes.666404644@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Hayes

ROSENBERG Corey * ODE

From: Tammy Schaber <Tammy.Schaber.666404716@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tammy.schaber.666404716@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tammy Schaber

ROSENBERG Corey * ODE

From: Randall Klemm <Randall.Klemm.666404743@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from randall.klemm.666404743@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Randall Klemm

ROSENBERG Corey * ODE

From: Robert Kuhl <Robert.Kuhl.666404932@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.kuhl.666404932@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Kuhl

ROSENBERG Corey * ODE

From: Esther .Johnson <Esther.Johnson.666404978@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from esther.johnson.666404978@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Esther .Johnson

ROSENBERG Corey * ODE

From: Gregory Murphy <Gregory.Murphy.666405166@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gregory.murphy.666405166@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gregory Murphy

ROSENBERG Corey * ODE

From: Cynthia Bathke <Cynthia.Bathke.666405265@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cynthia.bathke.666405265@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cynthia Bathke

ROSENBERG Corey * ODE

From: Brian Girsberger <Brian.Girsberger.666405517@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.girsberger.666405517@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Girsberger

ROSENBERG Corey * ODE

From: Kendal Pelton <Kendal.Pelton.666405490@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kendal.pelton.666405490@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kendal Pelton

ROSENBERG Corey * ODE

From: Dave Ganslein <Dave.Ganslein.666405526@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dave.ganslein.666405526@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dave Ganslein

ROSENBERG Corey * ODE

From: David Minato <David.Minato.666405553@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.minato.666405553@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. I've always wondered where the mindset comes for ideas in suspending academic standards. The world is a sometimes cruel place and students should be prepared to compete and succeed in business and the market place.

Regards,
David Minato

ROSENBERG Corey * ODE

From: Lynda Boatwright <Lynda.Boatwright.666405715@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lynda.boatwright.666405715@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lynda Boatwright

ROSENBERG Corey * ODE

From: Julie Rayniak <Julie.Rayniak.666405733@p2a.co>
Sent: Tuesday, October 17, 2023 5:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.rayniak.666405733@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie Rayniak

ROSENBERG Corey * ODE

From: Robert Armstrong <Robert.Armstrong.666405823@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.armstrong.666405823@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Armstrong

ROSENBERG Corey * ODE

From: Beverly Ashton <Beverly.Ashton.666405814@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from beverly.ashton.666405814@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Beverly Ashton

ROSENBERG Corey * ODE

From: Steven Bowman <Steven.Bowman.666405850@p2a.co>
Sent: Tuesday, October 17, 2023 5:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.bowman.666405850@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Bowman

ROSENBERG Corey * ODE

From: mary JENNIFER RONEY <maryJENNIFER.RONEY.666406020@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maryjennifer.roney.666406020@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
mary JENNIFER RONEY

ROSENBERG Corey * ODE

From: Buckley Worthey <Buckley.Worthey.666406084@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from buckley.worthey.666406084@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Buckley Worthey

ROSENBERG Corey * ODE

From: Jacob Ansures <Jacob.Ansures.666406345@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jacob.ansures.666406345@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jacob Ansures

ROSENBERG Corey * ODE

From: Pam Sohler <Pam.Sohler.666406471@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pam.sohler.666406471@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pam Sohler

ROSENBERG Corey * ODE

From: Susan Pedersen <Susan.Pedersen.666406543@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.pedersen.666406543@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Pedersen

ROSENBERG Corey * ODE

From: Don Brown <Don.Brown.666406534@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from don.brown.666406534@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Don Brown

ROSENBERG Corey * ODE

From: Runnisha McNamee <Runnisha.McNamee.666406570@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from runnisha.mcnamee.666406570@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Runnisha McNamee

ROSENBERG Corey * ODE

From: Darcy Renhard <Darcy.Renhard.666406615@p2a.co>
Sent: Tuesday, October 17, 2023 5:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from darcy.renhard.666406615@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Darcy Renhard

ROSENBERG Corey * ODE

From: Linda Yerbick <Linda.Yerbick.666406688@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.yerbick.666406688@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Yerbick

ROSENBERG Corey * ODE

From: Clark Nelson <Clark.Nelson.666406796@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from clark.nelson.666406796@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Clark Nelson

ROSENBERG Corey * ODE

From: Gayle Drake <Gayle.Drake.666407001@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gayle.drake.666407001@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gayle Drake

ROSENBERG Corey * ODE

From: Erick Lurie <Erick.Lurie.666406958@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erick.lurie.666406958@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erick Lurie

ROSENBERG Corey * ODE

From: Nelson Brafford <Nelson.Brafford.666407029@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nelson.brafford.666407029@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nelson Brafford

ROSENBERG Corey * ODE

From: A Eld <A.Eld.666407038@p2a.co>
Sent: Tuesday, October 17, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from a.eld.666407038@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
A Eld

ROSENBERG Corey * ODE

From: Carol Allen <Carol.Allen.666407092@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.allen.666407092@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol Allen

ROSENBERG Corey * ODE

From: Joann Cooper <Joann.Cooper.666407272@p2a.co>
Sent: Tuesday, October 17, 2023 5:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joann.cooper.666407272@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joann Cooper

ROSENBERG Corey * ODE

From: Lynnette Baisley <Lynnette.Baisley.666407317@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lynnette.baisley.666407317@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lynnette Baisley

ROSENBERG Corey * ODE

From: Richard Nylander <Richard.Nylander.666407353@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.nylander.666407353@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Nylander

ROSENBERG Corey * ODE

From: Karen Johnson <Karen.Johnson.666407362@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.johnson.666407362@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Johnson

ROSENBERG Corey * ODE

From: Donna Adams <Donna.Adams.666407407@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.adams.666407407@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Adams

ROSENBERG Corey * ODE

From: Kai Carlson <Kai.Carlson.666407461@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kai.carlson.666407461@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kai Carlson

ROSENBERG Corey * ODE

From: Gayle Drake <Gayle.Drake.666407001@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gayle.drake.666407001@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gayle Drake

ROSENBERG Corey * ODE

From: Kevin Seed <Kevin.Seed.666407533@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.seed.666407533@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Seed

ROSENBERG Corey * ODE

From: Carole Carlson <Carole.Carlson.666407560@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carole.carlson.666407560@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carole Carlson

ROSENBERG Corey * ODE

From: Carm Holland <Carm.Holland.666407623@p2a.co>
Sent: Tuesday, October 17, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carm.holland.666407623@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carm Holland

ROSENBERG Corey * ODE

From: Whitney Wright <Whitney.Wright.666407632@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from whitney.wright.666407632@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Whitney Wright

ROSENBERG Corey * ODE

From: Lora Brockman <Lora.Brockman.666407830@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lora.brockman.666407830@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lora Brockman

ROSENBERG Corey * ODE

From: Kelly Crabtree <Kelly.Crabtree.666407858@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kelly.crabtree.666407858@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kelly Crabtree

ROSENBERG Corey * ODE

From: Andrea Michaels <Andrea.Michaels.666407948@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrea.michaels.666407948@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am very opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice & is CREATING FUTURE CRIMINALS.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrea Michaels

ROSENBERG Corey * ODE

From: Dottie Boyd <Dottie.Boyd.666408028@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dottie.boyd.666408028@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dottie Boyd

ROSENBERG Corey * ODE

From: Kathy Hensley <Kathy.Hensley.666408127@yourconstituent.com>
Sent: Tuesday, October 17, 2023 5:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.hensley.666408127@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Hensley

ROSENBERG Corey * ODE

From: Sue Purdy <Sue.Purdy.666408136@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 5:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sue.purdy.666408136@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sue Purdy

ROSENBERG Corey * ODE

From: Catherine Sterrett <Catherine.Sterrett.666408244@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from catherine.sterrett.666408244@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Catherine Sterrett

ROSENBERG Corey * ODE

From: James Purcell <James.Purcell.666408523@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.purcell.666408523@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Purcell

ROSENBERG Corey * ODE

From: Kathleen Tobiasson <Kathleen.Tobiasson.666408569@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.tobiasson.666408569@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Tobiasson

ROSENBERG Corey * ODE

From: Jeffrey Pattschull <Jeffrey.Pattschull.666408550@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeffrey.pattschull.666408550@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeffrey Pattschull

ROSENBERG Corey * ODE

From: Cynthia Carmack <Cynthia.Carmack.666408587@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cynthia.carmack.666408587@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cynthia Carmack

ROSENBERG Corey * ODE

From: William Baker <William.Baker.666408604@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.baker.666408604@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Baker

ROSENBERG Corey * ODE

From: Alan Hunter <Alan.Hunter.666408613@p2a.co>
Sent: Tuesday, October 17, 2023 5:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from alan.hunter.666408613@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Alan Hunter

ROSENBERG Corey * ODE

From: Jennifer Grace <Jennifer.Grace.666408767@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.grace.666408767@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Grace

ROSENBERG Corey * ODE

From: WENDELL TOBIASSON <WENDELL.TOBIASSON.666408794@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wendell.tobiasson.666408794@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
WENDELL TOBIASSON

ROSENBERG Corey * ODE

From: eric rogstad <eric.rogstad.666408893@advocatefor.me>
Sent: Tuesday, October 17, 2023 5:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eric.rogstad.666408893@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
eric rogstad

ROSENBERG Corey * ODE

From: DANIEL HAYES <DANIEL.HAYES.666409027@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from daniel.hayes.666409027@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
DANIEL HAYES

ROSENBERG Corey * ODE

From: Pam Pierce <Pam.Pierce.666409054@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pam.pierce.666409054@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pam Pierce

ROSENBERG Corey * ODE

From: aric skjelstad <aric.skjelstad.666409180@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from aric.skjelstad.666409180@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
aric skjelstad

ROSENBERG Corey * ODE

From: James Kuenstler <James.Kuenstler.666409298@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.kuenstler.666409298@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Kuenstler

ROSENBERG Corey * ODE

From: Jonathan Way <Jonathan.Way.666409351@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jonathan.way.666409351@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jonathan Way

ROSENBERG Corey * ODE

From: Jim Molitor <Jim.Molitor.666409397@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 5:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.molitor.666409397@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Molitor

ROSENBERG Corey * ODE

From: Debbie Harris <Debbie.Harris.666409388@forgrassroots.com>
Sent: Tuesday, October 17, 2023 5:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debbie.harris.666409388@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debbie Harris

ROSENBERG Corey * ODE

From: Jeffrey Caton - MBA, PMP, CBM, EA <Jeffrey.CatonMBAPMPCBMEA.666409450@advocacymessages.com>
Sent: Tuesday, October 17, 2023 5:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeffrey.catonmbapmpcbmea.666409450@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeffrey Caton - MBA, PMP, CBM, EA

ROSENBERG Corey * ODE

From: Eric Molitor <Eric.Molitor.666409667@grsdelivery.com>
Sent: Tuesday, October 17, 2023 5:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eric.molitor.666409667@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Eric Molitor

ROSENBERG Corey * ODE

From: Nancy Granata, Unit #56 <Nancy.GranataUnit56.666409829@p2a.co>
Sent: Tuesday, October 17, 2023 5:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.granataunit56.666409829@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Granata, Unit #56

ROSENBERG Corey * ODE

From: Dana Baugher <Dana.Baugher.666410421@foradvocacy.com>
Sent: Tuesday, October 17, 2023 5:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dana.baugher.666410421@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dana Baugher

ROSENBERG Corey * ODE

From: Buck Davis <Buck.Davis.666410520@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from buck.davis.666410520@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Buck Davis

ROSENBERG Corey * ODE

From: CHARLES ROGERS <CHARLES.ROGERS.666410566@grsdelivery.com>
Sent: Tuesday, October 17, 2023 6:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.rogers.666410566@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
CHARLES ROGERS

ROSENBERG Corey * ODE

From: Karin Grano <Karin.Grano.666410629@grsdelivery.com>
Sent: Tuesday, October 17, 2023 6:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karin.grano.666410629@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karin Grano

ROSENBERG Corey * ODE

From: David Officer <David.Officer.666410845@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.officer.666410845@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Officer

ROSENBERG Corey * ODE

From: Denise J Campbell Steele <DeniseJ.CampbellSteele.666410953@grsdelivery.com>
Sent: Tuesday, October 17, 2023 6:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from denisej.campbellsteele.666410953@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice. Just what are you getting from this proposal?It's clear you don't have the student's well being in mind. They must have goals meet for graduation.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Denise J Campbell Steele

ROSENBERG Corey * ODE

From: Carole Pigman <Carole.Pigman.666410980@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carole.pigman.666410980@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carole Pigman

ROSENBERG Corey * ODE

From: Philip Benade <Philip.Benade.666411105@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 6:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from philip.benade.666411105@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Do the job you're paid for!!

Regards,
Philip Benade

ROSENBERG Corey * ODE

From: Kat Bowes <Kat.Bowes.666411169@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 6:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kat.bowes.666411169@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kat Bowes

ROSENBERG Corey * ODE

From: Jessica Allen <Jessica.Allen.666411204@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jessica.allen.666411204@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jessica Allen

ROSENBERG Corey * ODE

From: Kathleen Johnson <Kathleen.Johnson.666411385@forgrassroots.com>
Sent: Tuesday, October 17, 2023 6:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.johnson.666411385@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Johnson

ROSENBERG Corey * ODE

From: Caty Richards <Caty.Richards.666411565@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from caty.richards.666411565@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Caty Richards

ROSENBERG Corey * ODE

From: Michael Anderson <Michael.Anderson.666411646@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.anderson.666411646@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Anderson

ROSENBERG Corey * ODE

From: Kathleen Hornstuen <Kathleen.Hornstuen.666411673@forgrassroots.com>
Sent: Tuesday, October 17, 2023 6:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.hornstuen.666411673@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Hornstuen

ROSENBERG Corey * ODE

From: Paul Sprunger <Paul.Sprunger.666411925@p2a.co>
Sent: Tuesday, October 17, 2023 6:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.sprunger.666411925@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Sprunger

ROSENBERG Corey * ODE

From: Donna Soderberg <Donna.Soderberg.666411998@yourconstituent.com>
Sent: Tuesday, October 17, 2023 6:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.soderberg.666411998@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Soderberg

ROSENBERG Corey * ODE

From: Lorinda Ekman <Lorinda.Ekman.666412005@p2a.co>
Sent: Tuesday, October 17, 2023 6:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lorinda.ekman.666412005@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lorinda Ekman

ROSENBERG Corey * ODE

From: Kim Studebaker <Kim.Studebaker.666412096@p2a.co>
Sent: Tuesday, October 17, 2023 6:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.studebaker.666412096@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Studebaker

ROSENBERG Corey * ODE

From: e.lee Boroff <elee.Boroff.666412104@forgrassroots.com>
Sent: Tuesday, October 17, 2023 6:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elee.boroff.666412104@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
e.lee Boroff

ROSENBERG Corey * ODE

From: Jerry Cruickshank <Jerry.Cruickshank.666412258@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerry.cruickshank.666412258@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerry Cruickshank

ROSENBERG Corey * ODE

From: Denise Prince <Denise.Prince.666412285@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 6:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from denise.prince.666412285@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Denise Prince

ROSENBERG Corey * ODE

From: Muriel Byers <Muriel.Byers.666412348@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 6:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from muriel.byers.666412348@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Muriel Byers

ROSENBERG Corey * ODE

From: Brandon Mathers <Brandon.Mathers.666412366@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 6:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brandon.mathers.666412366@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brandon Mathers

ROSENBERG Corey * ODE

From: Kimberly Ellington <Kimberly.Ellington.666412410@p2a.co>
Sent: Tuesday, October 17, 2023 6:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kimberly.ellington.666412410@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kimberly Ellington

ROSENBERG Corey * ODE

From: Dedrea Vaubel <Dedrea.Vaubel.666412456@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 6:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dedrea.vaubel.666412456@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dedrea Vaubel

ROSENBERG Corey * ODE

From: Stephen Inman <Stephen.Inman.666412465@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 6:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephen.inman.666412465@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephen Inman

ROSENBERG Corey * ODE

From: Fred Glisson <Fred.Glisson.666412744@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from fred.glisson.666412744@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Fred Glisson

ROSENBERG Corey * ODE

From: Steve Skinner <Steve.Skinner.666412771@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.skinner.666412771@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Skinner

ROSENBERG Corey * ODE

From: Bryan Arneson <Bryan.Arneson.666413275@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 6:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bryan.arneson.666413275@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bryan Arneson

ROSENBERG Corey * ODE

From: Bryan Arneson <Bryan.Arneson.666413275@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 6:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bryan.arneson.666413275@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bryan Arneson

ROSENBERG Corey * ODE

From: LOREN KANDRA <LOREN.KANDRA.666413374@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from loren.kandra.666413374@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LOREN KANDRA

ROSENBERG Corey * ODE

From: Christopher Luttrell <Christopher.Luttrell.666413590@yourconstituent.com>
Sent: Tuesday, October 17, 2023 6:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christopher.luttrell.666413590@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christopher Luttrell

ROSENBERG Corey * ODE

From: Ramon Rodriguez <Ramon.Rodriguez.666413833@grsdelivery.com>
Sent: Tuesday, October 17, 2023 6:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ramon.rodriguez.666413833@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ramon Rodriguez

ROSENBERG Corey * ODE

From: Amy Hill <Amy.Hill.666413914@grsdelivery.com>
Sent: Tuesday, October 17, 2023 6:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amy.hill.666413914@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amy Hill

ROSENBERG Corey * ODE

From: JENNIFER PARENTEAU <JENNIFER.PARENTEAU.666413987@forgrassroots.com>
Sent: Tuesday, October 17, 2023 6:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.parenteau.666413987@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
JENNIFER PARENTEAU

ROSENBERG Corey * ODE

From: Malia Kupillas <Malia.Kupillas.666414201@p2a.co>
Sent: Tuesday, October 17, 2023 6:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from malia.kupillas.666414201@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Malia Kupillas

ROSENBERG Corey * ODE

From: John Shaver <John.Shaver.666414292@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.shaver.666414292@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Shaver

ROSENBERG Corey * ODE

From: Jessie Hankins <Jessie.Hankins.666414544@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 6:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jessie.hankins.666414544@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jessie Hankins

ROSENBERG Corey * ODE

From: Bryan Eggiman <Bryan.Eggiman.666414878@foradvocacy.com>
Sent: Tuesday, October 17, 2023 6:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bryan.eggiman.666414878@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bryan Eggiman

ROSENBERG Corey * ODE

From: Scott Schlatter <Scott.Schlatter.666415066@p2a.co>
Sent: Tuesday, October 17, 2023 6:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from scott.schlatter.666415066@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Scott Schlatter

ROSENBERG Corey * ODE

From: Robert Duprau <Robert.Duprau.666415165@yourconstituent.com>
Sent: Tuesday, October 17, 2023 6:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.duprau.666415165@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Duprau

ROSENBERG Corey * ODE

From: Ed Haines <Ed.Haines.666415255@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ed.haines.666415255@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ed Haines

ROSENBERG Corey * ODE

From: Lori Limoli <Lori.Limoli.666415408@grsdelivery.com>
Sent: Tuesday, October 17, 2023 6:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lori.limoli.666415408@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lori Limoli

ROSENBERG Corey * ODE

From: April Fate-Cuthbert <April.FateCuthbert.666415589@advocacymessages.com>
Sent: Tuesday, October 17, 2023 6:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from april.fatecuthbert.666415589@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
April Fate-Cuthbert

ROSENBERG Corey * ODE

From: Ceola Harris <Ceola.Harris.666415615@advocatefor.me>
Sent: Tuesday, October 17, 2023 6:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ceola.harris.666415615@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ceola Harris

ROSENBERG Corey * ODE

From: Donald Schaecher <Donald.Schaecher.666415679@yourconstituent.com>
Sent: Tuesday, October 17, 2023 6:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donald.schaecher.666415679@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Schaecher

ROSENBERG Corey * ODE

From: Margaret Mahaffey <Margaret.Mahaffey.666415804@yourconstituent.com>
Sent: Tuesday, October 17, 2023 6:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margaret.mahaffey.666415804@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Margaret Mahaffey

ROSENBERG Corey * ODE

From: Dennis Askew <Dennis.Askew.666415796@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 6:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dennis.askew.666415796@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dennis Askew

ROSENBERG Corey * ODE

From: Eric Willis <Eric.Willis.666416218@advocacymessages.com>
Sent: Tuesday, October 17, 2023 7:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eric.willis.666416218@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Eric Willis

ROSENBERG Corey * ODE

From: Linda Beard <Linda.Beard.666416362@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.beard.666416362@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Beard

ROSENBERG Corey * ODE

From: Sheryl Fearrien <Sheryl.Fearrien.666416506@forgrassroots.com>
Sent: Tuesday, October 17, 2023 7:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sheryl.fearrien.666416506@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sheryl Fearrien

ROSENBERG Corey * ODE

From: Loren Miller <Loren.Miller.666416524@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from loren.miller.666416524@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Loren Miller

ROSENBERG Corey * ODE

From: Deborah Hines <Deborah.Hines.666416605@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 7:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from deborah.hines.666416605@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Deborah Hines

ROSENBERG Corey * ODE

From: Larry Ross <Larry.Ross.666416597@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.ross.666416597@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Ross

ROSENBERG Corey * ODE

From: Sharon Parks <Sharon.Parks.666416812@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 7:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.parks.666416812@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Parks

ROSENBERG Corey * ODE

From: Bridget Kiger <Bridget.Kiger.666416849@yourconstituent.com>
Sent: Tuesday, October 17, 2023 7:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bridget.kiger.666416849@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bridget Kiger

ROSENBERG Corey * ODE

From: Scott Benedetti <Scott.Benedetti.666417352@forgrassroots.com>
Sent: Tuesday, October 17, 2023 7:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from scott.benedetti.666417352@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Scott Benedetti

ROSENBERG Corey * ODE

From: Sheri Proctor <Sheri.Proctor.666417370@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sheri.proctor.666417370@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am appalled by, and opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. Our children deserve a better future.

Regards,
Sheri Proctor

ROSENBERG Corey * ODE

From: Doug Bergmann <Doug.Bergmann.666417424@foradvocacy.com>
Sent: Tuesday, October 17, 2023 7:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from doug.bergmann.666417424@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Doug Bergmann

ROSENBERG Corey * ODE

From: Gordon Lawes <Gordon.Lawes.666417514@advocacymessages.com>
Sent: Tuesday, October 17, 2023 7:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gordon.lawes.666417514@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gordon Lawes

ROSENBERG Corey * ODE

From: Brenda Brainard <Brenda.Brainard.666417749@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 7:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brenda.brainard.666417749@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brenda Brainard

ROSENBERG Corey * ODE

From: Roger Bury <Roger.Bury.666417839@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roger.bury.666417839@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roger Bury

ROSENBERG Corey * ODE

From: Marianne O'Sheeran <Marianne.OSheeran.666417785@yourconstituent.com>
Sent: Tuesday, October 17, 2023 7:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marianne.osheeran.666417785@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marianne O'Sheeran

ROSENBERG Corey * ODE

From: Mike Crounse <Mike.Crounse.666417857@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.crounse.666417857@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Crounse

ROSENBERG Corey * ODE

From: BRAD BAKALYAR <BRAD.BAKALYAR.666418036@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 7:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brad.bakalyar.666418036@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
BRAD BAKALYAR

ROSENBERG Corey * ODE

From: Brenda Taylor <Brenda.Taylor.666418225@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brenda.taylor.666418225@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brenda Taylor

ROSENBERG Corey * ODE

From: Roger Goodwin <Roger.Goodwin.666418487@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 7:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roger.goodwin.666418487@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roger Goodwin

ROSENBERG Corey * ODE

From: Steve Malany <Steve.Malany.666418667@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.malany.666418667@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Malany

ROSENBERG Corey * ODE

From: Dorothy Thornton <Dorothy.Thornton.666418685@forgrassroots.com>
Sent: Tuesday, October 17, 2023 7:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dorothy.thornton.666418685@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dorothy Thornton

ROSENBERG Corey * ODE

From: Zelda Haro, PhD <Zelda.HaroPhD.666418801@yourconstituent.com>
Sent: Tuesday, October 17, 2023 7:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from zelda.harophd.666418801@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Zelda Haro, PhD

ROSENBERG Corey * ODE

From: Judy Ingledue <Judy.Ingledue.666418946@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 7:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judy.ingledue.666418946@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judy Ingledue

ROSENBERG Corey * ODE

From: Judy Brown <Judy.Brown.666419008@foradvocacy.com>
Sent: Tuesday, October 17, 2023 7:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judy.brown.666419008@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judy Brown

ROSENBERG Corey * ODE

From: ROBERT TUCK <ROBERT.TUCK.666419215@p2a.co>
Sent: Tuesday, October 17, 2023 7:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.tuck.666419215@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
ROBERT TUCK

ROSENBERG Corey * ODE

From: Karen Hanson <Karen.Hanson.666419279@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 7:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.hanson.666419279@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Hanson

ROSENBERG Corey * ODE

From: Troy Cook <Troy.Cook.666419350@p2a.co>
Sent: Tuesday, October 17, 2023 7:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from troy.cook.666419350@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Troy Cook

ROSENBERG Corey * ODE

From: Tammy Ellis <Tammy.Ellis.666419440@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tammy Ellis

ROSENBERG Corey * ODE

From: Margie Taylor-Hickey <Margie.TaylorHickey.666419611@yourconstituent.com>
Sent: Tuesday, October 17, 2023 7:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margie.taylorhickey.666419611@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Margie Taylor-Hickey

ROSENBERG Corey * ODE

From: Theresa Crandall <Theresa.Crandall.666420105@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 7:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from theresa.crandall.666420105@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Theresa Crandall

ROSENBERG Corey * ODE

From: Vickie Drury <Vickie.Drury.666420169@advocacymessages.com>
Sent: Tuesday, October 17, 2023 7:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from vickie.drury.666420169@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Vickie Drury

ROSENBERG Corey * ODE

From: Linda Peaslee <Linda.Peaslee.666420295@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 7:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.peaslee.666420295@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Peaslee

ROSENBERG Corey * ODE

From: Denise Brooks <Denise.Brooks.666420303@forgrassroots.com>
Sent: Tuesday, October 17, 2023 7:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from denise.brooks.666420303@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Denise Brooks

ROSENBERG Corey * ODE

From: Mel Ellis <Mel.Ellis.666420330@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 7:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mel.ellis.666420330@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mel Ellis

ROSENBERG Corey * ODE

From: Shannon Wells <Shannon.Wells.666420448@advocatefor.me>
Sent: Tuesday, October 17, 2023 7:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shannon.wells.666420448@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shannon Wells

ROSENBERG Corey * ODE

From: Judith Mosteller <Judith.Mosteller.666420402@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judith.mosteller.666420402@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judith Mosteller

ROSENBERG Corey * ODE

From: Jefferson Cuthbert <Jefferson.Cuthbert.666420637@foradvocacy.com>
Sent: Tuesday, October 17, 2023 7:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jefferson.cuthbert.666420637@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jefferson Cuthbert

ROSENBERG Corey * ODE

From: John McClain <John.McClain.666420727@yourconstituent.com>
Sent: Tuesday, October 17, 2023 7:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.mcclain.666420727@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John McClain

ROSENBERG Corey * ODE

From: Ron Bryant <Ron.Bryant.666420745@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 7:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.bryant.666420745@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Bryant

ROSENBERG Corey * ODE

From: Susan Hanson <Susan.Hanson.616664911@advocacymessages.com>
Sent: Tuesday, October 17, 2023 7:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.hanson.616664911@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Hanson

ROSENBERG Corey * ODE

From: Paul Bonar <Paul.Bonar.666420835@advocacymessages.com>
Sent: Tuesday, October 17, 2023 7:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.bonar.666420835@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Bonar

ROSENBERG Corey * ODE

From: Gina LaRocco <Gina.LaRocco.666420862@foradvocacy.com>
Sent: Tuesday, October 17, 2023 7:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gina.larocco.666420862@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gina LaRocco

ROSENBERG Corey * ODE

From: Neil Selbicky <Neil.Selbicky.666421041@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 7:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from neil.selbicky.666421041@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Neil Selbicky

ROSENBERG Corey * ODE

From: keith brindell <keith.brindell.613986548@foradvocacy.com>
Sent: Tuesday, October 17, 2023 7:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from keith.brindell.613986548@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
keith brindell

ROSENBERG Corey * ODE

From: Allen Rafael <Allen.Rafael.666421320@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from allen.rafael.666421320@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Allen Rafael

ROSENBERG Corey * ODE

From: Luke Hagemeister <Luke.Hagemeister.666421384@grsdelivery.com>
Sent: Tuesday, October 17, 2023 7:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from luke.hagemeister.666421384@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Luke Hagemeister

ROSENBERG Corey * ODE

From: Brian Corey <Brian.Corey.666421456@p2a.co>
Sent: Tuesday, October 17, 2023 8:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.corey.666421456@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Corey

ROSENBERG Corey * ODE

From: Virginia Ross <Virginia.Ross.666421474@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 8:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from virginia.ross.666421474@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Virginia Ross

ROSENBERG Corey * ODE

From: Erin Perry <Erin.Perry.666423869@foradvocacy.com>
Sent: Tuesday, October 17, 2023 8:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erin.perry.666423869@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erin Perry

ROSENBERG Corey * ODE

From: Susan Morrison <Susan.Morrison.666423913@grsdelivery.com>
Sent: Tuesday, October 17, 2023 8:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.morrison.666423913@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Morrison

ROSENBERG Corey * ODE

From: Jennifer Saldivar <Jennifer.Saldivar.666424011@forgrassroots.com>
Sent: Tuesday, October 17, 2023 8:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.saldivar.666424011@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Saldivar

ROSENBERG Corey * ODE

From: Amy Peck <Amy.Peck.666424075@foradvocacy.com>
Sent: Tuesday, October 17, 2023 8:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amy.peck.666424075@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Hello, I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.
Thank you,

Regards,
Amy Peck

ROSENBERG Corey * ODE

From: Josephine Zollinger <Josephine.Zollinger.666424228@p2a.co>
Sent: Tuesday, October 17, 2023 8:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from josephine.zollinger.666424228@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Josephine Zollinger

ROSENBERG Corey * ODE

From: Colleen Larson <Colleen.Larson.666424435@p2a.co>
Sent: Tuesday, October 17, 2023 8:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from colleen.larson.666424435@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Colleen Larson

ROSENBERG Corey * ODE

From: Steve Schjoll <Steve.Schjoll.666424507@advocacymessages.com>
Sent: Tuesday, October 17, 2023 8:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.schjoll.666424507@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Schjoll

ROSENBERG Corey * ODE

From: Karie Slater <Karie.Slater.666424589@p2a.co>
Sent: Tuesday, October 17, 2023 8:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karie.slater.666424589@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karie Slater

ROSENBERG Corey * ODE

From: Aldene McCaw <Aldene.McCaw.666424651@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from aldene.mccaw.666424651@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Aldene McCaw

ROSENBERG Corey * ODE

From: julie ware <julie.ware.666424813@advocatefor.me>
Sent: Tuesday, October 17, 2023 8:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.ware.666424813@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
julie ware

ROSENBERG Corey * ODE

From: Wendie Anderson <Wendie.Anderson.666424804@p2a.co>
Sent: Tuesday, October 17, 2023 8:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wendie.anderson.666424804@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wendie Anderson

ROSENBERG Corey * ODE

From: Cory Cushman <Cory.Cushman.666425119@advocatefor.me>
Sent: Tuesday, October 17, 2023 8:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cory.cushman.666425119@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cory Cushman

ROSENBERG Corey * ODE

From: Mary Lou Yeck <MaryLou.Yeck.666425137@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marylou.yeck.666425137@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Lou Yeck

ROSENBERG Corey * ODE

From: Kristine Le Vernois <Kristine.LeVernois.666425272@advocacymessages.com>
Sent: Tuesday, October 17, 2023 8:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristine.levernois.666425272@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristine Le Vernois

ROSENBERG Corey * ODE

From: Karen Keating <Karen.Keating.666425245@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 8:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.keating.666425245@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Keating

ROSENBERG Corey * ODE

From: Kevin Westfall <Kevin.Westfall.666425399@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.westfall.666425399@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Westfall

ROSENBERG Corey * ODE

From: Nancy Reece <Nancy.Reece.666425425@foradvocacy.com>
Sent: Tuesday, October 17, 2023 8:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.reece.666425425@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Reece

ROSENBERG Corey * ODE

From: Barbara Schiember <Barbara.Schiember.666425416@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 8:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barbara.schiember.666425416@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barbara Schiember

ROSENBERG Corey * ODE

From: Brian Gomolski <Brian.Gomolski.666425498@advocacymessages.com>
Sent: Tuesday, October 17, 2023 8:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.gomolski.666425498@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Gomolski

ROSENBERG Corey * ODE

From: Yvonne Yoder <Yvonne.Yoder.666425524@foradvocacy.com>
Sent: Tuesday, October 17, 2023 8:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from yvonne.yoder.666425524@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Yvonne Yoder

ROSENBERG Corey * ODE

From: MESAC MARTINEZ MORA <MESAC.MARTINEZMORA.666425551@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mesac.martinezmora.666425551@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
MESAC MARTINEZ MORA

ROSENBERG Corey * ODE

From: Nathan Hale <Nathan.Hale.666425588@advocatefor.me>
Sent: Tuesday, October 17, 2023 8:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nathan.hale.666425588@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nathan Hale

ROSENBERG Corey * ODE

From: Larry Payne <Larry.Payne.666425849@foradvocacy.com>
Sent: Tuesday, October 17, 2023 8:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.payne.666425849@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Payne

ROSENBERG Corey * ODE

From: Dave Easdale <Dave.Easdale.666425885@p2a.co>
Sent: Tuesday, October 17, 2023 8:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dave.easdale.666425885@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Do your job and hold everyone in education to a higher standard as well as yourselves, don’t cheat the young people of this state.

Regards,
Dave Easdale

ROSENBERG Corey * ODE

From: Paul Green <Paul.Green.666428053@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 8:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.green.666428053@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Green

ROSENBERG Corey * ODE

From: Pat FRYE <Pat.FRYE.666428215@advocacymessages.com>
Sent: Tuesday, October 17, 2023 8:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pat.frye.666428215@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pat FRYE

ROSENBERG Corey * ODE

From: Roxana Williams <Roxana.Williams.666428314@grsdelivery.com>
Sent: Tuesday, October 17, 2023 8:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roxana.williams.666428314@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roxana Williams

ROSENBERG Corey * ODE

From: Toni Collins <Toni.Collins.666428404@foradvocacy.com>
Sent: Tuesday, October 17, 2023 8:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from toni.collins.666428404@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Toni Collins

ROSENBERG Corey * ODE

From: Deanne Ford <Deanne.Ford.666428512@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from deanne.ford.666428512@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Deanne Ford

ROSENBERG Corey * ODE

From: Gerard Mangan <Gerard.Mangan.666428693@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 8:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gerard.mangan.666428693@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gerard Mangan

ROSENBERG Corey * ODE

From: Harold Canne <Harold.Canne.666428710@advocatefor.me>
Sent: Tuesday, October 17, 2023 8:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from harold.canne.666428710@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Harold Canne

ROSENBERG Corey * ODE

From: Chadwick Birkholz <Chadwick.Birkholz.666428783@forgrassroots.com>
Sent: Tuesday, October 17, 2023 8:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from chadwick.birkholz.666428783@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Chadwick Birkholz

ROSENBERG Corey * ODE

From: Linda Neace <Linda.Neace.666428855@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 8:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.neace.666428855@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Neace

ROSENBERG Corey * ODE

From: Jim Peery <Jim.Peery.666428891@grsdelivery.com>
Sent: Tuesday, October 17, 2023 8:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.peery.666428891@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Peery

ROSENBERG Corey * ODE

From: Erin Perry <Erin.Perry.666423869@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erin.perry.666423869@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erin Perry

ROSENBERG Corey * ODE

From: Michael Moore <Michael.Moore.666429296@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 9:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.moore.666429296@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Moore

ROSENBERG Corey * ODE

From: Linda Hollen <Linda.Hollen.666429313@foradvocacy.com>
Sent: Tuesday, October 17, 2023 9:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.hollen.666429313@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Hollen

ROSENBERG Corey * ODE

From: Carla Rigel <Carla.Rigel.666430078@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carla.rigel.666430078@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carla Rigel

ROSENBERG Corey * ODE

From: Trisha Eaker <Trisha.Eaker.666430168@advocacymessages.com>
Sent: Tuesday, October 17, 2023 9:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from trisha.eaker.666430168@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Trisha Eaker

ROSENBERG Corey * ODE

From: Basilio Pardo <Basilio.Pardo.666430195@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 9:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from basilio.pardo.666430195@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Basilio Pardo

ROSENBERG Corey * ODE

From: Hugh Evans <Hugh.Evans.666430285@foradvocacy.com>
Sent: Tuesday, October 17, 2023 9:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from hugh.evans.666430285@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Hugh Evans

ROSENBERG Corey * ODE

From: Judith Black <Judith.Black.666430384@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judith.black.666430384@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judith Black

ROSENBERG Corey * ODE

From: Jim Hedlund <Jim.Hedlund.666430401@forgrassroots.com>
Sent: Tuesday, October 17, 2023 9:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.hedlund.666430401@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Hedlund

ROSENBERG Corey * ODE

From: Martin Frey <Martin.Frey.666430492@grsdelivery.com>
Sent: Tuesday, October 17, 2023 9:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from martin.frey.666430492@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martin Frey

ROSENBERG Corey * ODE

From: Carol Miller <Carol.Miller.666430636@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 9:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.miller.666430636@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol Miller

ROSENBERG Corey * ODE

From: Kim Daline <Kim.Daline.666430645@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.daline.666430645@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Reading, writing and mathematics are the basic skills that should be taught throughout the elementary, jr high and high school years. Don’t water it down. These are skills needed for a lifetime by all.

Regards,
Kim Daline

ROSENBERG Corey * ODE

From: Dwight Haley <Dwight.Haley.666430726@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 9:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dwight.haley.666430726@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dwight Haley

ROSENBERG Corey * ODE

From: Cheryl Forster <Cheryl.Forster.666430799@p2a.co>
Sent: Tuesday, October 17, 2023 9:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cheryl.forster.666430799@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cheryl Forster

ROSENBERG Corey * ODE

From: Patty Dunn <Patty.Dunn.666430870@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 9:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patty.dunn.666430870@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patty Dunn

ROSENBERG Corey * ODE

From: Robert Siegmund <Robert.Siegmund.666430997@advocatefor.me>
Sent: Tuesday, October 17, 2023 9:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.siegmund.666430997@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Siegmund

ROSENBERG Corey * ODE

From: Mary Frances Therese Nichols <MaryFrancesTherese.Nichols.666431031@forgrassroots.com>
Sent: Tuesday, October 17, 2023 9:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maryfrancestherese.nichols.666431031@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Frances Therese Nichols

ROSENBERG Corey * ODE

From: Susan Yen <Susan.Yen.666431086@advocatefor.me>
Sent: Tuesday, October 17, 2023 9:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.yen.666431086@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Yen

ROSENBERG Corey * ODE

From: mike wood <mike.wood.666431095@advocacymessages.com>
Sent: Tuesday, October 17, 2023 9:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.wood.666431095@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
mike wood

ROSENBERG Corey * ODE

From: Kathleen Krohn <Kathleen.Krohn.666431121@forgrassroots.com>
Sent: Tuesday, October 17, 2023 9:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.krohn.666431121@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Krohn

ROSENBERG Corey * ODE

From: Kelly McLarney <Kelly.McLarney.666431284@forgrassroots.com>
Sent: Tuesday, October 17, 2023 9:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kelly.mclarney.666431284@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kelly McLarney

ROSENBERG Corey * ODE

From: Stephanie Madison <Stephanie.Madison.666431293@p2a.co>
Sent: Tuesday, October 17, 2023 9:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephanie.madison.666431293@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephanie Madison

ROSENBERG Corey * ODE

From: Anthony Kondos <Anthony.Kondos.666431419@foradvocacy.com>
Sent: Tuesday, October 17, 2023 9:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anthony.kondos.666431419@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anthony Kondos

ROSENBERG Corey * ODE

From: Jason VanNimwegen <Jason.VanNimwegen.666431572@advocacymessages.com>
Sent: Tuesday, October 17, 2023 9:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jason.vannimwegen.666431572@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jason VanNimwegen

ROSENBERG Corey * ODE

From: Terry Cox <Terry.Cox.666431806@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from terry.cox.666431806@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Terry Cox

ROSENBERG Corey * ODE

From: Kathleen Thurman <Kathleen.Thurman.666431987@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 9:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.thurman.666431987@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Thurman

ROSENBERG Corey * ODE

From: La Vonne Hovland <LaVonne.Hovland.666432463@forgrassroots.com>
Sent: Tuesday, October 17, 2023 9:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lavonne.hovland.666432463@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
La Vonne Hovland

ROSENBERG Corey * ODE

From: Kathlyn Presbitero <Kathlyn.Presbitero.666432535@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 9:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathlyn.presbitero.666432535@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathlyn Presbitero

ROSENBERG Corey * ODE

From: Carol Bowers <Carol.Bowers.666432625@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 9:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.bowers.666432625@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol Bowers

ROSENBERG Corey * ODE

From: Karen Curran <Karen.Curran.666432779@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 9:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.curran.666432779@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Curran

ROSENBERG Corey * ODE

From: Charles T Ebner <CharlesT.Ebner.666432869@grsdelivery.com>
Sent: Tuesday, October 17, 2023 9:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charlest.ebner.666432869@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charles T Ebner

ROSENBERG Corey * ODE

From: Ellsworth Ramsdell <Ellsworth.Ramsdell.666432904@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 9:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ellsworth.ramsdell.666432904@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ellsworth Ramsdell

ROSENBERG Corey * ODE

From: Jerry Czubaszewski <Jerry.Czubaszewski.666432913@foradvocacy.com>
Sent: Tuesday, October 17, 2023 9:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerry.czubaszewski.666432913@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerry Czubaszewski

ROSENBERG Corey * ODE

From: Deborah Cuddeback <Deborah.Cuddeback.666432959@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from deborah.cuddeback.666432959@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Deborah Cuddeback

ROSENBERG Corey * ODE

From: Jessica Moore <Jessica.Moore.666432995@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jessica.moore.666432995@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jessica Moore

ROSENBERG Corey * ODE

From: Newson Harold <Newson.Harold.666433039@yourconstituent.com>
Sent: Tuesday, October 17, 2023 9:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from newson.harold.666433039@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Newson Harold

ROSENBERG Corey * ODE

From: Casity Troutt <Casity.Troutt.617005100@p2a.co>
Sent: Tuesday, October 17, 2023 9:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from casity.troutt.617005100@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Casity Troutt

ROSENBERG Corey * ODE

From: YIQING ZHOU <YIQING.ZHOU.666433372@foradvocacy.com>
Sent: Tuesday, October 17, 2023 10:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from yiqing.zhou.666433372@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
YIQING ZHOU

ROSENBERG Corey * ODE

From: Barb Hosford <Barb.Hosford.666433444@p2a.co>
Sent: Tuesday, October 17, 2023 10:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barb.hosford.666433444@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barb Hosford

ROSENBERG Corey * ODE

From: Jim Benvie <Jim.Benvie.666434137@advocacymessages.com>
Sent: Tuesday, October 17, 2023 10:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.benvie.666434137@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Benvie

ROSENBERG Corey * ODE

From: Michael Schy <Michael.Schy.666434227@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 10:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.schy.666434227@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Schy

ROSENBERG Corey * ODE

From: Bernard Kepshire <Bernard.Kepshire.666434498@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 10:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bernard.kepshire.666434498@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bernard Kepshire

ROSENBERG Corey * ODE

From: Emily Neaman <Emily.Neaman.666434560@grsdelivery.com>
Sent: Tuesday, October 17, 2023 10:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from emily.neaman.666434560@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Emily Neaman

ROSENBERG Corey * ODE

From: Mike Sloan <Mike.Sloan.666434768@yourconstituent.com>
Sent: Tuesday, October 17, 2023 10:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.sloan.666434768@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Sloan

ROSENBERG Corey * ODE

From: Amy Davis <Amy.Davis.666435091@p2a.co>
Sent: Tuesday, October 17, 2023 10:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amy.davis.666435091@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amy Davis

ROSENBERG Corey * ODE

From: beatrice Ellis <beatrice.Ellis.666435154@advocacymessages.com>
Sent: Tuesday, October 17, 2023 10:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from beatrice.ellis.666435154@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
beatrice Ellis

ROSENBERG Corey * ODE

From: Jim Hallman <Jim.Hallman.666435442@forgrassroots.com>
Sent: Tuesday, October 17, 2023 11:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.hallman.666435442@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Hallman

ROSENBERG Corey * ODE

From: Steven Rebischke <Steven.Rebischke.666435596@grsdelivery.com>
Sent: Tuesday, October 17, 2023 11:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.rebischke.666435596@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Rebischke

ROSENBERG Corey * ODE

From: Michael Miles <Michael.Miles.666436018@advocatefor.me>
Sent: Tuesday, October 17, 2023 11:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.miles.666436018@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Miles

ROSENBERG Corey * ODE

From: Maryann Russell <Maryann.Russell.666436072@yourconstituent.com>
Sent: Tuesday, October 17, 2023 11:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maryann.russell.666436072@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Maryann Russell

ROSENBERG Corey * ODE

From: Daryle Staggs <Daryle.Staggs.666436216@forgrassroots.com>
Sent: Tuesday, October 17, 2023 11:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from daryle.staggs.666436216@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Daryle Staggs

ROSENBERG Corey * ODE

From: Oliva Herrera <Oliva.Herrera.666436478@yourconstituent.com>
Sent: Tuesday, October 17, 2023 11:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from oliva.herrera.666436478@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Oliva Herrera

ROSENBERG Corey * ODE

From: Jan Knight <Jan.Knight.666436496@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 11:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jan.knight.666436496@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jan Knight

ROSENBERG Corey * ODE

From: Mark Salser <Mark.Salser.666436711@p2a.co>
Sent: Tuesday, October 17, 2023 11:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.salser.666436711@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Salser

ROSENBERG Corey * ODE

From: Robert Mead <Robert.Mead.666436919@foradvocacy.com>
Sent: Wednesday, October 18, 2023 12:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.mead.666436919@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Mead

ROSENBERG Corey * ODE

From: Coral Rose Shipley <CoralRose.Shipley.666403177@grsdelivery.com>
Sent: Wednesday, October 18, 2023 12:08 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from coralrose.shipley.666403177@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Coral Rose Shipley

ROSENBERG Corey * ODE

From: Darrel Harp <Darrel.Harp.666437080@yourconstituent.com>
Sent: Wednesday, October 18, 2023 12:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from darrel.harp.666437080@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Darrel Harp

ROSENBERG Corey * ODE

From: Tyra Baird <Tyra.Baird.666437747@advocatefor.me>
Sent: Wednesday, October 18, 2023 12:36 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tyra.baird.666437747@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tyra Baird

ROSENBERG Corey * ODE

From: Susan Pollard <Susan.Pollard.666438151@advocatefor.me>
Sent: Wednesday, October 18, 2023 12:54 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.pollard.666438151@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Pollard

ROSENBERG Corey * ODE

From: Andrea Goo <Andrea.Goo.666439268@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrea.goo.666439268@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrea Goo

ROSENBERG Corey * ODE

From: Debbie Krambeal <Debbie.Krambeal.666440185@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:23 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debbie.krambeal.666440185@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debbie Krambeal

ROSENBERG Corey * ODE

From: Ron Stutzman <Ron.Stutzman.666440590@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.stutzman.666440590@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Stutzman

ROSENBERG Corey * ODE

From: Linda Rajnus <Linda.Rajnus.666440680@p2a.co>
Sent: Wednesday, October 18, 2023 2:42 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.rajnus.666440680@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Rajnus

ROSENBERG Corey * ODE

From: Sanh Tang <Sanh.Tang.666441490@advocacymessages.com>
Sent: Wednesday, October 18, 2023 3:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sanh.tang.666441490@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sanh Tang

ROSENBERG Corey * ODE

From: Carolyn Decker <Carolyn.Decker.666444208@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:20 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.decker.666444208@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Decker

ROSENBERG Corey * ODE

From: DAVID CHESLEY <DAVID.CHESLEY.666444640@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.chesley.666444640@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
DAVID CHESLEY

ROSENBERG Corey * ODE

From: Julie Elmore <Julie.Elmore.666445379@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.elmore.666445379@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie Elmore

ROSENBERG Corey * ODE

From: Don Collins <Don.Collins.666445676@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:52 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from don.collins.666445676@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Don Collins

ROSENBERG Corey * ODE

From: Michael Peters <Michael.Peters.666446314@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.peters.666446314@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Peters

ROSENBERG Corey * ODE

From: Rachel Cooper <Rachel.Cooper.666447322@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:16 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rachel.cooper.666447322@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rachel Cooper

ROSENBERG Corey * ODE

From: Eric Hood <Eric.Hood.666447700@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:22 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eric.hood.666447700@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Eric Hood

ROSENBERG Corey * ODE

From: Ralph Menweg <Ralph.Menweg.666447845@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:23 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ralph.menweg.666447845@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Your Board needs to be totally replaced for conduct unbecoming to the students you are elected to guide. Your actions are criminal and will cripple all students going forward.

Regards,
Ralph Menweg

ROSENBERG Corey * ODE

From: Erika Bauer <Erika.Bauer.666448114@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erika.bauer.666448114@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erika Bauer

ROSENBERG Corey * ODE

From: Penelope French <Penelope.French.666448187@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 5:28 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from penelope.french.666448187@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Penelope French

ROSENBERG Corey * ODE

From: Stephanie Schriber <Stephanie.Schriber.666448439@p2a.co>
Sent: Wednesday, October 18, 2023 5:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephanie.schriber.666448439@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephanie Schriber

ROSENBERG Corey * ODE

From: Leilani Thatcher <Leilani.Thatcher.666448411@p2a.co>
Sent: Wednesday, October 18, 2023 5:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leilani.thatcher.666448411@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Leilani Thatcher

ROSENBERG Corey * ODE

From: Ray Knight <Ray.Knight.666448529@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ray.knight.666448529@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ray Knight

ROSENBERG Corey * ODE

From: I elnora Marlow <Ielnora.Marlow.666450111@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:53 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ielnora.marlow.666450111@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
I elnora Marlow

ROSENBERG Corey * ODE

From: I elnora Marlow <Ielnora.Marlow.666450111@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:54 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ielnora.marlow.666450111@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
I elnora Marlow

ROSENBERG Corey * ODE

From: Carol A Bush <Carol.ABush.666451084@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.abush.666451084@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol A Bush

ROSENBERG Corey * ODE

From: Joe Watkins <Joe.Watkins.666451516@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joe.watkins.666451516@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joe Watkins

ROSENBERG Corey * ODE

From: Debra Brown <Debra.Brown.611655501@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debra.brown.611655501@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debra Brown

ROSENBERG Corey * ODE

From: Margaret Wetterling <Margaret.Wetterling.666451787@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:12 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margaret.wetterling.666451787@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Margaret Wetterling

ROSENBERG Corey * ODE

From: Kathy J Heitz <KathyJ.Heitz.666452920@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:22 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathyj.heitz.666452920@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy J Heitz

ROSENBERG Corey * ODE

From: Robert Spitz <Robert.Spitz.666453569@p2a.co>
Sent: Wednesday, October 18, 2023 6:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.spitz.666453569@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Spitz

ROSENBERG Corey * ODE

From: Betty Cox <Betty.Cox.666453785@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from betty.cox.666453785@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Betty Cox

ROSENBERG Corey * ODE

From: Diane Noble <Diane.Noble.666453794@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 6:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Diane Noble

ROSENBERG Corey * ODE

From: Dot Van Dyke <Dot.VanDyke.666453848@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dot.vandyke.666453848@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dot Van Dyke

ROSENBERG Corey * ODE

From: Serena Brophy <Serena.Brophy.666454018@p2a.co>
Sent: Wednesday, October 18, 2023 6:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from serena.brophy.666454018@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Serena Brophy

ROSENBERG Corey * ODE

From: Cherilyn SunRidge <Cherilyn.SunRidge.666454207@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:34 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cherilyn.sunridge.666454207@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cherilyn SunRidge

ROSENBERG Corey * ODE

From: Robert Johns <Robert.Johns.666454630@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.johns.666454630@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Johns

ROSENBERG Corey * ODE

From: Mark Patt <Mark.Patt.666454919@advocatefor.me>
Sent: Wednesday, October 18, 2023 6:42 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.patt.666454919@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Patt

ROSENBERG Corey * ODE

From: Kristine Hendrickson <Kristine.Hendrickson.666455071@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:44 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristine.hendrickson.666455071@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristine Hendrickson

ROSENBERG Corey * ODE

From: Sue Tompkins-Davis <Sue.TompkinsDavis.666455260@p2a.co>
Sent: Wednesday, October 18, 2023 6:47 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sue.tompkinsdavis.666455260@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sue Tompkins-Davis

ROSENBERG Corey * ODE

From: John Kolberg <John.Kolberg.666455666@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:52 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.kolberg.666455666@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Kolberg

ROSENBERG Corey * ODE

From: Gregg Kissler <Gregg.Kissler.666456142@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:58 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gregg.kissler.666456142@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gregg Kissler

ROSENBERG Corey * ODE

From: Kevin Domina <Kevin.Domina.666456818@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.domina.666456818@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Domina

ROSENBERG Corey * ODE

From: Anita Mayhugh <Anita.Mayhugh.666457295@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anita.mayhugh.666457295@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anita Mayhugh

ROSENBERG Corey * ODE

From: Krista Kiniv <Krista.Kiniv.666457411@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 7:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from krista.kiniv.666457411@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Krista Kiniv

ROSENBERG Corey * ODE

From: Traci Griffiths <Traci.Griffiths.666457475@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from traci.griffiths.666457475@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Traci Griffiths

ROSENBERG Corey * ODE

From: Lynette Hinkley <Lynette.Hinkley.666457763@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:12 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lynette.hinkley.666457763@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lynette Hinkley

ROSENBERG Corey * ODE

From: Juanita Craun <Juanita.Craun.666457952@p2a.co>
Sent: Wednesday, October 18, 2023 7:14 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from juanita.craun.666457952@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Juanita Craun

ROSENBERG Corey * ODE

From: Steve Carson <Steve.Carson.666458104@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:15 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.carson.666458104@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Carson

ROSENBERG Corey * ODE

From: Rick Geiger <Rick.Geiger.666458726@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:21 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rick.geiger.666458726@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rick Geiger

ROSENBERG Corey * ODE

From: John Rodrigues <John.Rodrigues.666458870@p2a.co>
Sent: Wednesday, October 18, 2023 7:22 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.rodrigues.666458870@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Rodrigues

ROSENBERG Corey * ODE

From: Lois Krebs <Lois.Krebs.666458988@p2a.co>
Sent: Wednesday, October 18, 2023 7:24 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lois.krebs.666458988@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lois Krebs

ROSENBERG Corey * ODE

From: Hanna Rosenthal <Hanna.Rosenthal.666459310@foradvocacy.com>
Sent: Wednesday, October 18, 2023 7:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from hanna.rosenthal.666459310@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Hanna Rosenthal

ROSENBERG Corey * ODE

From: Roy Whitman <Roy.Whitman.666459752@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roy.whitman.666459752@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

As a retired teacher of 30 years and substitute for the past ten years. I have witnessed the decline of academic standards, social behavior as well as lack of respect displayed in school.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roy Whitman

ROSENBERG Corey * ODE

From: James Walz <James.Walz.666459860@grsdelivery.com>
Sent: Wednesday, October 18, 2023 7:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.walz.666459860@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Walz

ROSENBERG Corey * ODE

From: Thadeus Nelson <Thadeus.Nelson.666459969@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from thadeus.nelson.666459969@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Thadeus Nelson

ROSENBERG Corey * ODE

From: Mark Hagey <Mark.Hagey.666460020@grsdelivery.com>
Sent: Wednesday, October 18, 2023 7:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.hagey.666460020@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Hagey

ROSENBERG Corey * ODE

From: Teri Hammond <Teri.Hammond.666460994@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:41 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from teri.hammond.666460994@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Teri Hammond

ROSENBERG Corey * ODE

From: Tia Sandberg <Tia.Sandberg.666461001@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 7:41 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tia.sandberg.666461001@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tia Sandberg

ROSENBERG Corey * ODE

From: Linda Dryden <Linda.Dryden.666461010@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:41 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.dryden.666461010@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Dryden

ROSENBERG Corey * ODE

From: Sharon Mahon <Sharon.Mahon.666461227@grsdelivery.com>
Sent: Wednesday, October 18, 2023 7:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.mahon.666461227@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Mahon

ROSENBERG Corey * ODE

From: Kostanty Knurowski <Kostanty.Knurowski.666461290@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:44 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kostanty.knurowski.666461290@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kostanty Knurowski

ROSENBERG Corey * ODE

From: Frank Cook <Frank.Cook.666461597@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from frank.cook.666461597@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Frank Cook

ROSENBERG Corey * ODE

From: Rae Stewart <Rae.Stewart.666461795@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 7:49 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rae.stewart.666461795@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rae Stewart

ROSENBERG Corey * ODE

From: Shannon Reynolds <Shannon.Reynolds.666462172@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:52 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shannon.reynolds.666462172@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shannon Reynolds

ROSENBERG Corey * ODE

From: Terry McFerrin <Terry.McFerrin.666462361@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:55 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from terry.mcferrin.666462361@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Terry McFerrin

ROSENBERG Corey * ODE

From: Susan Justus <Susan.Justus.666462767@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:00 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.justus.666462767@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Justus

ROSENBERG Corey * ODE

From: Michelle Way <Michelle.Way.666462929@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michelle.way.666462929@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michelle Way

ROSENBERG Corey * ODE

From: Jeanine Stice <Jeanine.Stice.666462983@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeanine.stice.666462983@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeanine Stice

ROSENBERG Corey * ODE

From: Calista Songstad <Calista.Songstad.666463045@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from calista.songstad.666463045@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Calista Songstad

ROSENBERG Corey * ODE

From: Charles Lawson <Charles.Lawson.666398101@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:13 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.lawson.666398101@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charles Lawson

ROSENBERG Corey * ODE

From: Pete Teague <Pete.Teague.666463928@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:13 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pete.teague.666463928@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pete Teague

ROSENBERG Corey * ODE

From: Ronald Corwin <Ronald.Corwin.666463991@p2a.co>
Sent: Wednesday, October 18, 2023 8:14 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ronald.corwin.666463991@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ronald Corwin

ROSENBERG Corey * ODE

From: Michael Dahl <Michael.Dahl.666398200@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:15 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.dahl.666398200@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Dahl

ROSENBERG Corey * ODE

From: Richard Coufal <Richard.Coufal.666398219@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.coufal.666398219@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Coufal

ROSENBERG Corey * ODE

From: Robert Bain <Robert.Bain.666398255@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:20 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.bain.666398255@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Bain

ROSENBERG Corey * ODE

From: Lisa Scrimenti <Lisa.Scrimenti.666398273@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:22 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.scrimenti.666398273@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Scrimenti

ROSENBERG Corey * ODE

From: Ruth Rava <Ruth.Rava.666464774@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 8:23 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ruth.rava.666464774@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ruth Rava

ROSENBERG Corey * ODE

From: Andrew Mangan <Andrew.Mangan.616552320@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:23 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrew.mangan.616552320@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrew Mangan

ROSENBERG Corey * ODE

From: Nicholas Martin <Nicholas.Martin.666398309@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:24 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicholas.martin.666398309@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicholas Martin

ROSENBERG Corey * ODE

From: Theresa Bowen <Theresa.Bowen.666398354@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:25 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from theresa.bowen.666398354@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Theresa Bowen

ROSENBERG Corey * ODE

From: Curt Corson <Curt.Corson.666464981@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:25 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from curt.corson.666464981@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Curt Corson

ROSENBERG Corey * ODE

From: Sean Nygaard <Sean.Nygaard.666398453@foradvocacy.com>
Sent: Wednesday, October 18, 2023 8:26 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sean.nygaard.666398453@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sean Nygaard

ROSENBERG Corey * ODE

From: Bonnie Maddox <Bonnie.Maddox.666398507@foradvocacy.com>
Sent: Wednesday, October 18, 2023 8:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bonnie.maddox.666398507@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bonnie Maddox

ROSENBERG Corey * ODE

From: Teri Ward <Teri.Ward.666398499@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:28 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from teri.ward.666398499@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Teri Ward

ROSENBERG Corey * ODE

From: William Mulholland <William.Mulholland.666398516@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.mulholland.666398516@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Mulholland

ROSENBERG Corey * ODE

From: Maurice Trent <Maurice.Trent.666398552@p2a.co>
Sent: Wednesday, October 18, 2023 8:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maurice.trent.666398552@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Maurice Trent

ROSENBERG Corey * ODE

From: Gregory Janich <Gregory.Janich.666465467@foradvocacy.com>
Sent: Wednesday, October 18, 2023 8:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gregory.janich.666465467@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gregory Janich

ROSENBERG Corey * ODE

From: Mary Noble <Mary.Noble.666398598@p2a.co>
Sent: Wednesday, October 18, 2023 8:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.noble.666398598@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Noble

ROSENBERG Corey * ODE

From: Ginger Whitman <Ginger.Whitman.666465557@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 8:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ginger.whitman.666465557@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ginger Whitman

ROSENBERG Corey * ODE

From: Susan Emerson <Susan.Emerson.666398570@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:33 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.emerson.666398570@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Emerson

ROSENBERG Corey * ODE

From: Vincent Stonis <Vincent.Stonis.666398679@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 8:35 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from vincent.stonis.666398679@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Vincent Stonis

ROSENBERG Corey * ODE

From: Nancy Lopez <Nancy.Lopez.666398651@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:35 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.lopez.666398651@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Lopez

ROSENBERG Corey * ODE

From: Karen McCarthy <Karen.McCarthy.666398633@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:36 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.mccarthy.666398633@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen McCarthy

ROSENBERG Corey * ODE

From: Jamie Bennett <Jamie.Bennett.666398750@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 8:37 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jamie.bennett.666398750@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jamie Bennett

ROSENBERG Corey * ODE

From: Jonathan Hart <Jonathan.Hart.666466169@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:38 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jonathan.hart.666466169@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jonathan Hart

ROSENBERG Corey * ODE

From: Gary Moody <Gary.Moody.666466196@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.moody.666466196@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Moody

ROSENBERG Corey * ODE

From: Autummn Wardell <Autummn.Wardell.666398840@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:40 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from autummn.wardell.666398840@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Autummn Wardell

ROSENBERG Corey * ODE

From: Kristin Roche <Kristin.Roche.666398660@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 8:42 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristin.roche.666398660@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristin Roche

ROSENBERG Corey * ODE

From: Gayle Bushnell <Gayle.Bushnell.666466709@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gayle.bushnell.666466709@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gayle Bushnell

ROSENBERG Corey * ODE

From: Merry Farley <Merry.Farley.666466736@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from merry.farley.666466736@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Merry Farley

ROSENBERG Corey * ODE

From: Jason Fields <Jason.Fields.666398624@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:44 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jason.fields.666398624@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jason Fields

ROSENBERG Corey * ODE

From: Donna Ebeling <Donna.Ebeling.666398589@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:45 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.ebeling.666398589@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Ebeling

ROSENBERG Corey * ODE

From: Nicole Saleeby <Nicole.Saleeby.666467456@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:51 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicole.saleeby.666467456@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicole Saleeby

ROSENBERG Corey * ODE

From: Dennis Garlock <Dennis.Garlock.666467726@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:55 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dennis.garlock.666467726@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dennis Garlock

ROSENBERG Corey * ODE

From: Tami Lowry <Tami.Lowry.666468590@grsdelivery.com>
Sent: Wednesday, October 18, 2023 9:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tami.lowry.666468590@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tami Lowry

ROSENBERG Corey * ODE

From: Lorelie Montgomery <Lorelie.Montgomery.666468824@advocacymessages.com>
Sent: Wednesday, October 18, 2023 9:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lorelie.montgomery.666468824@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lorelie Montgomery

ROSENBERG Corey * ODE

From: Annie Lawrie <Annie.Lawrie.666469265@yourconstituent.com>
Sent: Wednesday, October 18, 2023 9:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from annie.lawrie.666469265@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Annie Lawrie

ROSENBERG Corey * ODE

From: James Harbour <James.Harbour.666469436@grsdelivery.com>
Sent: Wednesday, October 18, 2023 9:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.harbour.666469436@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Harbour

ROSENBERG Corey * ODE

From: Charles Shook <Charles.Shook.666469472@advocatefor.me>
Sent: Wednesday, October 18, 2023 9:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.shook.666469472@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charles Shook

ROSENBERG Corey * ODE

From: Linda Endfinger <Linda.Endfinger.666469733@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 9:13 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.endfinger.666469733@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Endfinger

ROSENBERG Corey * ODE

From: Larry Deyoe <Larry.Deyoe.666470272@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 9:19 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.deyoe.666470272@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Deyoe

ROSENBERG Corey * ODE

From: Zane Ainsworth <Zane.Ainsworth.666470687@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 9:24 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from zane.ainsworth.666470687@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Zane Ainsworth

ROSENBERG Corey * ODE

From: Wendy Rudy <Wendy.Rudy.666471046@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 9:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wendy.rudy.666471046@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wendy Rudy

ROSENBERG Corey * ODE

From: Romona Veum <Romona.Veum.666472036@grsdelivery.com>
Sent: Wednesday, October 18, 2023 9:38 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from romona.veum.666472036@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Romona Veum

ROSENBERG Corey * ODE

From: Raeanne Barth <Raeanne.Barth.666473143@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 9:47 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from raeanne.barth.666473143@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Our state academic requirements and achievements are already historically low. We are not supporting the future of our state nor its citizens by removing any academic rigor, which would allow them rise to their full potential.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation.

I ask the Board to permanently table the proposal to suspend these critical graduation standards and return to focusing on policies that challenge our students, allowing each individual to rise to their full potential/skills.

Regards,
Raeanne Barth

ROSENBERG Corey * ODE

From: Diana Heller <Diana.Heller.666473233@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 9:48 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from diana.heller.666473233@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Diana Heller

ROSENBERG Corey * ODE

From: Dawn Bennett <Dawn.Bennett.666473305@grsdelivery.com>
Sent: Wednesday, October 18, 2023 9:48 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dawn.bennett.666473305@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dawn Bennett

ROSENBERG Corey * ODE

From: Heather Henningsen <Heather.Henningsen.666473611@grsdelivery.com>
Sent: Wednesday, October 18, 2023 9:51 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from heather.henningsen.666473611@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Heather Henningsen

ROSENBERG Corey * ODE

From: Michael Applegate <Michael.Applegate.666474179@advocatefor.me>
Sent: Wednesday, October 18, 2023 9:56 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.applegate.666474179@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Applegate

ROSENBERG Corey * ODE

From: Coral Rose Shipley <CoralRose.Shipley.666403177@yourconstituent.com>
Sent: Wednesday, October 18, 2023 9:59 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from coralrose.shipley.666403177@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Coral Rose Shipley

ROSENBERG Corey * ODE

From: Becky Waage <Becky.Waage.666474412@forgrassroots.com>
Sent: Wednesday, October 18, 2023 10:00 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from becky.waage.666474412@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Becky Waage

ROSENBERG Corey * ODE

From: Sharon Eppley <Sharon.Eppley.666474430@p2a.co>
Sent: Wednesday, October 18, 2023 10:00 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.eppley.666474430@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Eppley

ROSENBERG Corey * ODE

From: Lisa Goodell <Lisa.Goodell.666474467@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 10:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.goodell.666474467@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Goodell

ROSENBERG Corey * ODE

From: James Titus <James.Titus.666474656@p2a.co>
Sent: Wednesday, October 18, 2023 10:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.titus.666474656@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Titus

ROSENBERG Corey * ODE

From: Trey Rosser <Trey.Rosser.666475466@p2a.co>
Sent: Wednesday, October 18, 2023 10:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from trey.rosser.666475466@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Trey Rosser

ROSENBERG Corey * ODE

From: Judy Vicek <Judy.Vicek.666476311@advocacymessages.com>
Sent: Wednesday, October 18, 2023 10:21 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judy.vicek.666476311@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judy Vicek

ROSENBERG Corey * ODE

From: Therese MacGregor <Therese.MacGregor.666477095@advocacymessages.com>
Sent: Wednesday, October 18, 2023 10:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from therese.macgregor.666477095@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Therese MacGregor

ROSENBERG Corey * ODE

From: Kelly Dunn <Kelly.Dunn.666477158@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kelly.dunn.666477158@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kelly Dunn

ROSENBERG Corey * ODE

From: Brenda Franson <Brenda.Franson.666477248@grsdelivery.com>
Sent: Wednesday, October 18, 2023 10:33 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brenda.franson.666477248@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brenda Franson

ROSENBERG Corey * ODE

From: Steve Sagi <Steve.Sagi.666477888@yourconstituent.com>
Sent: Wednesday, October 18, 2023 10:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.sagi.666477888@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Sagi

ROSENBERG Corey * ODE

From: Diane Merten <Diane.Merten.666477923@foradvocacy.com>
Sent: Wednesday, October 18, 2023 10:40 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from diane.merten.666477923@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Diane Merten

ROSENBERG Corey * ODE

From: SPRING CUTSFORTH <SPRING.CUTSFORTH.666478436@yourconstituent.com>
Sent: Wednesday, October 18, 2023 10:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from spring.cutsforth.666478436@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
SPRING CUTSFORTH

ROSENBERG Corey * ODE

From: Debborah Smith <Debborah.Smith.666479291@advocatefor.me>
Sent: Wednesday, October 18, 2023 10:56 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debborah.smith.666479291@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Public schools already produce kids that don't know how to read, write or do math. You should be improving standards not lowering them.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debborah Smith

ROSENBERG Corey * ODE

From: Karie Slater <Karie.Slater.666424589@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 11:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karie.slater.666424589@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karie Slater

ROSENBERG Corey * ODE

From: OLNEY AND LEEANN FORD <OLNEYANDLEEANN.FORD.666480136@advocacymessages.com>
Sent: Wednesday, October 18, 2023 11:06 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from olneyandleeann.ford.666480136@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
OLNEY AND LEEANN FORD

ROSENBERG Corey * ODE

From: LEONARD REYNOLDS <LEONARD.REYNOLDS.666480721@advocatefor.me>
Sent: Wednesday, October 18, 2023 11:14 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leonard.reynolds.666480721@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LEONARD REYNOLDS

ROSENBERG Corey * ODE

From: Kristine Fields <Kristine.Fields.666480947@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 11:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristine.fields.666480947@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristine Fields

ROSENBERG Corey * ODE

From: JONETTE FLYNN <JONETTE.FLYNN.666481586@forgrassroots.com>
Sent: Wednesday, October 18, 2023 11:25 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jonette.flynn.666481586@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
JONETTE FLYNN

ROSENBERG Corey * ODE

From: Ron Mauselle <Ron.Mauselle.666482062@advocacymessages.com>
Sent: Wednesday, October 18, 2023 11:28 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.mauselle.666482062@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Mauselle

ROSENBERG Corey * ODE

From: Kathy Unger <Kathy.Unger.666482116@advocatefor.me>
Sent: Wednesday, October 18, 2023 11:29 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.unger.666482116@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Unger

ROSENBERG Corey * ODE

From: Ian Martiszus <Ian.Martiszus.666483809@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 11:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ian.martiszus.666483809@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ian Martiszus

ROSENBERG Corey * ODE

From: Estera Bogde <Estera.Bogde.666483827@advocatefor.me>
Sent: Wednesday, October 18, 2023 11:51 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from estera.bogde.666483827@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Estera Bogde

ROSENBERG Corey * ODE

From: Angela Conner <Angela.Conner.666484079@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 11:54 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from angela.conner.666484079@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Angela Conner

ROSENBERG Corey * ODE

From: Nancy Murphy <Nancy.Murphy.666484321@forgrassroots.com>
Sent: Wednesday, October 18, 2023 11:58 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.murphy.666484321@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Murphy

ROSENBERG Corey * ODE

From: Andrew Murphy <Andrew.Murphy.666485843@grsdelivery.com>
Sent: Wednesday, October 18, 2023 12:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrew.murphy.666485843@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrew Murphy

ROSENBERG Corey * ODE

From: Ramona Dent <Ramona.Dent.666494555@yourconstituent.com>
Sent: Wednesday, October 18, 2023 12:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ramona.dent.666494555@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ramona Dent

ROSENBERG Corey * ODE

From: Tereasa Harris <Tereasa.Harris.666500674@foradvocacy.com>
Sent: Wednesday, October 18, 2023 12:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tereasa.harris.666500674@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tereasa Harris

ROSENBERG Corey * ODE

From: Julie Meade <Julie.Meade.666517234@yourconstituent.com>
Sent: Wednesday, October 18, 2023 12:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.meade.666517234@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie Meade

ROSENBERG Corey * ODE

From: Angela Kolilis <Angela.Kolilis.666517298@p2a.co>
Sent: Wednesday, October 18, 2023 12:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from angela.kolilis.666517298@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Angela Kolilis

ROSENBERG Corey * ODE

From: Meg Schmidt <Meg.Schmidt.666221953@advocacymessages.com>
Sent: Wednesday, October 18, 2023 12:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from meg.schmidt.666221953@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Meg Schmidt

ROSENBERG Corey * ODE

From: Tina street <Tina.street.666518837@advocacymessages.com>
Sent: Wednesday, October 18, 2023 12:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tina.street.666518837@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tina street

ROSENBERG Corey * ODE

From: Melissa Martin <Melissa.Martin.666520573@forgrassroots.com>
Sent: Wednesday, October 18, 2023 12:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melissa.martin.666520573@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melissa Martin

ROSENBERG Corey * ODE

From: Melissa Gimby <Melissa.Gimby.666521194@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 12:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melissa.gimby.666521194@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melissa Gimby

ROSENBERG Corey * ODE

From: Bruce Kelling <Bruce.Kelling.666521284@grsdelivery.com>
Sent: Wednesday, October 18, 2023 12:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bruce.kelling.666521284@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bruce Kelling

ROSENBERG Corey * ODE

From: James Tamura <James.Tamura.666521392@foradvocacy.com>
Sent: Wednesday, October 18, 2023 12:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.tamura.666521392@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Tamura

ROSENBERG Corey * ODE

From: John Bellamy <John.Bellamy.666521888@advocatefor.me>
Sent: Wednesday, October 18, 2023 12:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.bellamy.666521888@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Bellamy

ROSENBERG Corey * ODE

From: Mark Turner <Mark.Turner.666522012@p2a.co>
Sent: Wednesday, October 18, 2023 1:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.turner.666522012@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Turner

ROSENBERG Corey * ODE

From: Amber Sarapin <Amber.Sarapin.666522021@p2a.co>
Sent: Wednesday, October 18, 2023 1:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amber.sarapin.666522021@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amber Sarapin

ROSENBERG Corey * ODE

From: Mark Turner <Mark.Turner.666522012@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.turner.666522012@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Turner

ROSENBERG Corey * ODE

From: Robert Adams <Robert.Adams.666522120@p2a.co>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.adams.666522120@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Adams

ROSENBERG Corey * ODE

From: Kevin Martinez <Kevin.Martinez.666522111@p2a.co>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.martinez.666522111@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Martinez

ROSENBERG Corey * ODE

From: Denise Seaman <Denise.Seaman.666522102@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from denise.seaman.666522102@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Denise Seaman

ROSENBERG Corey * ODE

From: Sally Gregory <Sally.Gregory.666522139@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sally.gregory.666522139@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sally Gregory

ROSENBERG Corey * ODE

From: Phillip Van Leuven <Phillip.VanLeuven.666522148@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from phillip.vanleuven.666522148@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Phillip Van Leuven

ROSENBERG Corey * ODE

From: Makayla Ramirez <Makayla.Ramirez.666522193@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from makayla.ramirez.666522193@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Makayla Ramirez

ROSENBERG Corey * ODE

From: Gregg Edwards <Gregg.Edwards.666522247@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gregg.edwards.666522247@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gregg Edwards

ROSENBERG Corey * ODE

From: Kelly Else <Kelly.Else.666522292@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kelly.else.666522292@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kelly Else

ROSENBERG Corey * ODE

From: Harry Thompson <Harry.Thompson.666522283@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from harry.thompson.666522283@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Harry Thompson

ROSENBERG Corey * ODE

From: Penny Hedges <Penny.Hedges.666522337@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from penny.hedges.666522337@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Penny Hedges

ROSENBERG Corey * ODE

From: Ginger Evans <Ginger.Evans.666522328@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ginger.evans.666522328@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ginger Evans

ROSENBERG Corey * ODE

From: Tamera Campbell <Tamera.Campbell.666522355@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tamera.campbell.666522355@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tamera Campbell

ROSENBERG Corey * ODE

From: Casey Lown <Casey.Lown.666522391@p2a.co>
Sent: Wednesday, October 18, 2023 1:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from casey.lown.666522391@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Casey Lown

ROSENBERG Corey * ODE

From: Ryan Anderson <Ryan.Anderson.666522427@p2a.co>
Sent: Wednesday, October 18, 2023 1:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ryan.anderson.666522427@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ryan Anderson

ROSENBERG Corey * ODE

From: Linda Murrer <Linda.Murrer.666522418@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.murrer.666522418@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Murrer

ROSENBERG Corey * ODE

From: Richard Helzer <Richard.Helzer.666522445@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.helzer.666522445@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Helzer

ROSENBERG Corey * ODE

From: Stephen Snyder <Stephen.Snyder.666522454@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephen.snyder.666522454@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephen Snyder

ROSENBERG Corey * ODE

From: Larry Flosi <Larry.Flosi.666522517@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.flosi.666522517@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Flosi

ROSENBERG Corey * ODE

From: Jeannine Dwyer <Jeannine.Dwyer.666522535@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeannine.dwyer.666522535@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeannine Dwyer

ROSENBERG Corey * ODE

From: Lorraine Dryden <Lorraine.Dryden.666522553@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lorraine.dryden.666522553@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lorraine Dryden

ROSENBERG Corey * ODE

From: Jana Hammer <Jana.Hammer.666522580@p2a.co>
Sent: Wednesday, October 18, 2023 1:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jana.hammer.666522580@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jana Hammer

ROSENBERG Corey * ODE

From: Ginger Evans <Ginger.Evans.666522328@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ginger.evans.666522328@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ginger Evans

ROSENBERG Corey * ODE

From: Kevin Reedy <Kevin.Reedy.666522599@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.reedy.666522599@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Reedy

ROSENBERG Corey * ODE

From: David Cummings <David.Cummings.666522607@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.cummings.666522607@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Cummings

ROSENBERG Corey * ODE

From: June Sulffridge <June.Sulffridge.666522698@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from june.sulffridge.666522698@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
June Sulffridge

ROSENBERG Corey * ODE

From: Michele Stephens <Michele.Stephens.666522706@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michele.stephens.666522706@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michele Stephens

ROSENBERG Corey * ODE

From: Susan Arredondo <Susan.Arredondo.666522715@p2a.co>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.arredondo.666522715@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Arredondo

ROSENBERG Corey * ODE

From: drake snodgrass <drake.snodgrass.666522724@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from drake.snodgrass.666522724@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
drake snodgrass

ROSENBERG Corey * ODE

From: James Davis <James.Davis.666522742@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.davis.666522742@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Davis

ROSENBERG Corey * ODE

From: Jack LeRoy <Jack.LeRoy.666522751@p2a.co>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jack.leroy.666522751@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jack LeRoy

ROSENBERG Corey * ODE

From: LEONARD MUHR <LEONARD.MUHR.666522814@p2a.co>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leonard.muhr.666522814@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LEONARD MUHR

ROSENBERG Corey * ODE

From: Kelsey Newkirk <Kelsey.Newkirk.666522841@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kelsey.newkirk.666522841@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kelsey Newkirk

ROSENBERG Corey * ODE

From: Angela Calvert <Angela.Calvert.666522904@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from angela.calvert.666522904@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Angela Calvert

ROSENBERG Corey * ODE

From: Vince Adams <Vince.Adams.666522995@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from vince.adams.666522995@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Vince Adams

ROSENBERG Corey * ODE

From: Tami Dayton <Tami.Dayton.666523039@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tami.dayton.666523039@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tami Dayton

ROSENBERG Corey * ODE

From: Joseph Savage <Joseph.Savage.666523048@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joseph.savage.666523048@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joseph Savage

ROSENBERG Corey * ODE

From: Michael Van Horn <Michael.VanHorn.666523066@p2a.co>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.vanhorn.666523066@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Van Horn

ROSENBERG Corey * ODE

From: Janet Levinson <Janet.Levinson.666523075@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from janet.levinson.666523075@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Janet Levinson

ROSENBERG Corey * ODE

From: Nicole Hays <Nicole.Hays.666523110@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicole.hays.666523110@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicole Hays

ROSENBERG Corey * ODE

From: Teri McCoy <Teri.McCoy.666523129@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from teri.mccoy.666523129@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Teri McCoy

ROSENBERG Corey * ODE

From: Cathy Beauchesne <Cathy.Beauchesne.666523138@p2a.co>
Sent: Wednesday, October 18, 2023 1:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cathy.beauchesne.666523138@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cathy Beauchesne

ROSENBERG Corey * ODE

From: Tom Messenger <Tom.Messenger.666523156@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tom.messenger.666523156@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tom Messenger

ROSENBERG Corey * ODE

From: Andrew Siegrist <Andrew.Siegrist.666523174@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrew.siegrist.666523174@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrew Siegrist

ROSENBERG Corey * ODE

From: Francy Herrera <Francy.Herrera.666523192@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from francy.herrera.666523192@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Francy Herrera

ROSENBERG Corey * ODE

From: Ronald Sperl <Ronald.Sperl.666523165@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ronald Sperl

ROSENBERG Corey * ODE

From: Sally Jo Browne <SallyJo.Browne.666523255@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sallyjo.browne.666523255@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sally Jo Browne

ROSENBERG Corey * ODE

From: Misti Soper <Misti.Soper.666523318@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from misti.soper.666523318@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Misti Soper

ROSENBERG Corey * ODE

From: Bob Kacalek <Bob.Kacalek.666523408@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bob.kacalek.666523408@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bob Kacalek

ROSENBERG Corey * ODE

From: Stacey Rowlett <Stacey.Rowlett.666523417@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stacey.rowlett.666523417@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stacey Rowlett

ROSENBERG Corey * ODE

From: Mark Duro <Mark.Duro.666523444@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.duro.666523444@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Duro

ROSENBERG Corey * ODE

From: Lois Mulkey <Lois.Mulkey.666523499@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lois.mulkey.666523499@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lois Mulkey

ROSENBERG Corey * ODE

From: Lois Mulkey <Lois.Mulkey.666523499@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lois.mulkey.666523499@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lois Mulkey

ROSENBERG Corey * ODE

From: Cheryl Doerr <Cheryl.Doerr.666523598@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cheryl.doerr.666523598@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cheryl Doerr

ROSENBERG Corey * ODE

From: James Manwill <James.Manwill.666523561@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.manwill.666523561@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Manwill

ROSENBERG Corey * ODE

From: Lillian Oppenheimer <Lillian.Oppenheimer.666523679@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lillian.oppenheimer.666523679@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lillian Oppenheimer

ROSENBERG Corey * ODE

From: Linda Lovett <Linda.Lovett.666523732@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.lovett.666523732@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Lovett

ROSENBERG Corey * ODE

From: Steven Rebischke <Steven.Rebischke.666435596@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.rebischke.666435596@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Rebischke

ROSENBERG Corey * ODE

From: Dan Kline <Dan.Kline.666523750@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dan.kline.666523750@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dan Kline

ROSENBERG Corey * ODE

From: Todd Hutchens <Todd.Hutchens.666523787@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from todd.hutchens.666523787@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Todd Hutchens

ROSENBERG Corey * ODE

From: Rachel Wakefield <Rachel.Wakefield.666523804@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rachel.wakefield.666523804@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rachel Wakefield

ROSENBERG Corey * ODE

From: Peter Fondi <Peter.Fondi.666398985@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from peter.fondi.666398985@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Peter Fondi

ROSENBERG Corey * ODE

From: Darlene Williams <Darlene.Williams.666400972@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from darlene.williams.666400972@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Darlene Williams

ROSENBERG Corey * ODE

From: Jeanne Eyman <Jeanne.Eyman.666401115@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeanne.eyman.666401115@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeanne Eyman

ROSENBERG Corey * ODE

From: Jason Wilcox <Jason.Wilcox.666523822@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jason.wilcox.666523822@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jason Wilcox

ROSENBERG Corey * ODE

From: Kelly Schimke <Kelly.Schimke.666523831@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kelly.schimke.666523831@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kelly Schimke

ROSENBERG Corey * ODE

From: Donna Munsey <Donna.Munsey.666401755@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.munsey.666401755@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Munsey

ROSENBERG Corey * ODE

From: Coral Rose Shipley <CoralRose.Shipley.666403177@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 4:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from coralrose.shipley.666403177@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Coral Rose Shipley

ROSENBERG Corey * ODE

From: Ray Rudie <Ray.Rudie.666523903@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ray.rudie.666523903@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ray Rudie

ROSENBERG Corey * ODE

From: Kenneth H Friberg <KennethH.Friberg.666403627@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kennethh.friberg.666403627@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kenneth H Friberg

ROSENBERG Corey * ODE

From: Cheri Aldrete <Cheri.Aldrete.666404653@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cheri.aldrete.666404653@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cheri Aldrete

ROSENBERG Corey * ODE

From: Barbara Reed <Barbara.Reed.666404707@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barbara.reed.666404707@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barbara Reed

ROSENBERG Corey * ODE

From: Charles Felton <Charles.Felton.666407155@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.felton.666407155@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charles Felton

ROSENBERG Corey * ODE

From: Kevin Short <Kevin.Short.666523967@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.short.666523967@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Short

ROSENBERG Corey * ODE

From: John K Miller <JohnK.Miller.666523985@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from johnk.miller.666523985@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John K Miller

ROSENBERG Corey * ODE

From: andrea cannon <andrea.cannon.666409504@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrea.cannon.666409504@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
andrea cannon

ROSENBERG Corey * ODE

From: Dave Wakefield <Dave.Wakefield.666524010@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dave.wakefield.666524010@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dave Wakefield

ROSENBERG Corey * ODE

From: Veronica Hamstreet <Veronica.Hamstreet.666523976@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from veronica.hamstreet.666523976@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Veronica Hamstreet

ROSENBERG Corey * ODE

From: Rebecca Jensen <Rebecca.Jensen.666409838@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 5:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rebecca.jensen.666409838@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rebecca Jensen

ROSENBERG Corey * ODE

From: Susan Howell <Susan.Howell.666411042@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 6:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.howell.666411042@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Howell

ROSENBERG Corey * ODE

From: Brad Halleck <Brad.Halleck.666411952@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 6:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brad.halleck.666411952@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brad Halleck

ROSENBERG Corey * ODE

From: Blanca De Los Santos <Blanca.DeLosSantos.666524047@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from blanca.delossantos.666524047@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Blanca De Los Santos

ROSENBERG Corey * ODE

From: Bruce Ley <Bruce.Ley.666524056@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bruce.ley.666524056@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am strongly opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years!

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bruce Ley

ROSENBERG Corey * ODE

From: Marjorie Davis <Marjorie.Davis.666524155@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marjorie.davis.666524155@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marjorie Davis

ROSENBERG Corey * ODE

From: Sharon Parrish <Sharon.Parrish.666524218@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.parrish.666524218@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Parrish

ROSENBERG Corey * ODE

From: Dan Kinsman <Dan.Kinsman.666524245@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dan.kinsman.666524245@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dan Kinsman

ROSENBERG Corey * ODE

From: Marce Berreth <Marce.Berreth.666524254@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marce.berreth.666524254@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marce Berreth

ROSENBERG Corey * ODE

From: Jim Abdo <Jim.Abdo.666524353@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.abdo.666524353@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Abdo

ROSENBERG Corey * ODE

From: Bill Gray <Bill.Gray.666524399@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bill.gray.666524399@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bill Gray

ROSENBERG Corey * ODE

From: Debora Tarver <Debora.Tarver.666524380@p2a.co>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debora.tarver.666524380@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debora Tarver

ROSENBERG Corey * ODE

From: Celeste Tate <Celeste.Tate.666524416@p2a.co>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from celeste.tate.666524416@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Celeste Tate

ROSENBERG Corey * ODE

From: Gary VanOrman <Gary.VanOrman.666524461@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.vanorman.666524461@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary VanOrman

ROSENBERG Corey * ODE

From: Arlene Krenn <Arlene.Krenn.666524506@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from arlene.krenn.666524506@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Arlene Krenn

ROSENBERG Corey * ODE

From: Kenneth Carpenter <Kenneth.Carpenter.666524515@p2a.co>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kenneth.carpenter.666524515@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kenneth Carpenter

ROSENBERG Corey * ODE

From: Robert Garcia <Robert.Garcia.666524533@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.garcia.666524533@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Garcia

ROSENBERG Corey * ODE

From: Erica Buck <Erica.Buck.666524551@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erica.buck.666524551@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erica Buck

ROSENBERG Corey * ODE

From: Amy Vauthier <Amy.Vauthier.666524641@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amy.vauthier.666524641@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amy Vauthier

ROSENBERG Corey * ODE

From: Eugenia Kojin <Eugenia.Kojin.611626783@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eugenia.kojin.611626783@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Eugenia Kojin

ROSENBERG Corey * ODE

From: Matt Schulze <Matt.Schulze.666524731@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from matt.schulze.666524731@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Matt Schulze

ROSENBERG Corey * ODE

From: Laura Brown <Laura.Brown.666524786@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laura.brown.666524786@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laura Brown

ROSENBERG Corey * ODE

From: Jody Doornink <Jody.Doornink.666524777@p2a.co>
Sent: Wednesday, October 18, 2023 1:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jody.doornink.666524777@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jody Doornink

ROSENBERG Corey * ODE

From: Iliamna Weisgerber <Iliamna.Weisgerber.666524768@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from iliamna.weisgerber.666524768@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Iliamna Weisgerber

ROSENBERG Corey * ODE

From: Donald Neill <Donald.Neill.666524803@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donald.neill.666524803@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Neill

ROSENBERG Corey * ODE

From: Logan Folsom <Logan.Folsom.666524830@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from logan.folsom.666524830@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Logan Folsom

ROSENBERG Corey * ODE

From: Laurence Getzoff <Laurence.Getzoff.666524876@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laurence.getzoff.666524876@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laurence Getzoff

ROSENBERG Corey * ODE

From: David Jordan <David.Jordan.666525000@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.jordan.666525000@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Jordan

ROSENBERG Corey * ODE

From: James Dryden <James.Dryden.666525046@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.dryden.666525046@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Dryden

ROSENBERG Corey * ODE

From: Douglas Ingram <Douglas.Ingram.666525082@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from douglas.ingram.666525082@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Douglas Ingram

ROSENBERG Corey * ODE

From: marianne walker <marianne.walker.612570306@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marianne.walker.612570306@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
marianne walker

ROSENBERG Corey * ODE

From: Camilla Cornwell <Camilla.Cornwell.666525271@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from camilla.cornwell.666525271@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Camilla Cornwell

ROSENBERG Corey * ODE

From: Chris Smith <Chris.Smith.666525280@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from chris.smith.666525280@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Chris Smith

ROSENBERG Corey * ODE

From: Felecia Richards <Felecia.Richards.666525316@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from felecia.richards.666525316@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Felecia Richards

ROSENBERG Corey * ODE

From: Dawn Lounsbury <Dawn.Lounsbury.666525343@p2a.co>
Sent: Wednesday, October 18, 2023 1:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dawn.lounsbury.666525343@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dawn Lounsbury

ROSENBERG Corey * ODE

From: Marissa Kishpaugh <Marissa.Kishpaugh.666525523@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marissa.kishpaugh.666525523@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marissa Kishpaugh

ROSENBERG Corey * ODE

From: Donna Boerner <Donna.Boerner.666525488@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.boerner.666525488@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Boerner

ROSENBERG Corey * ODE

From: joe mangan <joe.mangan.666525631@p2a.co>
Sent: Wednesday, October 18, 2023 1:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joe.mangan.666525631@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
joe mangan

ROSENBERG Corey * ODE

From: Christine Fitzgerald <Christine.Fitzgerald.666525622@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christine.fitzgerald.666525622@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christine Fitzgerald

ROSENBERG Corey * ODE

From: Joseph Thouvenel <Joseph.Thouvenel.666525677@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joseph.thouvenel.666525677@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joseph Thouvenel

ROSENBERG Corey * ODE

From: Kevin Wright <Kevin.Wright.666401566@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.wright.666401566@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Wright

ROSENBERG Corey * ODE

From: Paula Zitterkopf <Paula.Zitterkopf.666525992@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paula.zitterkopf.666525992@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paula Zitterkopf

ROSENBERG Corey * ODE

From: Jeff Yeager <Jeff.Yeager.666526009@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.yeager.666526009@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Yeager

ROSENBERG Corey * ODE

From: Gregory Hedrick <Gregory.Hedrick.666526027@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gregory.hedrick.666526027@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gregory Hedrick

ROSENBERG Corey * ODE

From: Gerald Palanuk <Gerald.Palanuk.666526045@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gerald.palanuk.666526045@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gerald Palanuk

ROSENBERG Corey * ODE

From: Lori Olund <Lori.Olund.666526081@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lori.olund.666526081@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lori Olund

ROSENBERG Corey * ODE

From: Beth Morey <Beth.Morey.666526144@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from beth.morey.666526144@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Beth Morey

ROSENBERG Corey * ODE

From: frank polehn <frank.polehn.666526162@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from frank.polehn.666526162@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
frank polehn

ROSENBERG Corey * ODE

From: Lisa Robbins <Lisa.Robbins.666526298@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.robbins.666526298@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Robbins

ROSENBERG Corey * ODE

From: Fredrick Butcher <Fredrick.Butcher.666526379@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from fredrick.butcher.666526379@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Fredrick Butcher

ROSENBERG Corey * ODE

From: Kate Hartnell <Kate.Hartnell.666526360@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kate.hartnell.666526360@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kate Hartnell

ROSENBERG Corey * ODE

From: Charles Johnson <Charles.Johnson.666526342@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.johnson.666526342@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charles Johnson

ROSENBERG Corey * ODE

From: Laura Nova <Laura.Nova.666526405@p2a.co>
Sent: Wednesday, October 18, 2023 1:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laura.nova.666526405@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laura Nova

ROSENBERG Corey * ODE

From: Beth Morey <Beth.Morey.666526144@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from beth.morey.666526144@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Beth Morey

ROSENBERG Corey * ODE

From: Jacqueline Ingalls <Jacqueline.Ingalls.666526469@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jacqueline.ingalls.666526469@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jacqueline Ingalls

ROSENBERG Corey * ODE

From: Jan Consoli <Jan.Consoli.666526504@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jan.consoli.666526504@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jan Consoli

ROSENBERG Corey * ODE

From: Michael Anheluk <Michael.Anheluk.666526522@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.anheluk.666526522@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Anheluk

ROSENBERG Corey * ODE

From: Keith Sjodin <Keith.Sjodin.666526630@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from keith.sjodin.666526630@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Keith Sjodin

ROSENBERG Corey * ODE

From: PAMELA ASHWORTH <PAMELA.ASHWORTH.666526784@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pamela.ashworth.666526784@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
PAMELA ASHWORTH

ROSENBERG Corey * ODE

From: Valerie Sjodin <Valerie.Sjodin.666526928@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from valerie.sjodin.666526928@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Valerie Sjodin

ROSENBERG Corey * ODE

From: Art Castro <Art.Castro.666527549@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from art.castro.666527549@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Art Castro

ROSENBERG Corey * ODE

From: Nathan Caulfield <Nathan.Caulfield.666528089@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nathan.caulfield.666528089@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nathan Caulfield

ROSENBERG Corey * ODE

From: Jill Gambill <Jill.Gambill.666528124@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jill.gambill.666528124@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jill Gambill

ROSENBERG Corey * ODE

From: Ron HESPE <Ron.HESPE.666482062@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.hespe.666482062@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron HESPE

ROSENBERG Corey * ODE

From: Michael Patrick <Michael.Patrick.666528296@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.patrick.666528296@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Patrick

ROSENBERG Corey * ODE

From: Michael Patrick <Michael.Patrick.666528296@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.patrick.666528296@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Patrick

ROSENBERG Corey * ODE

From: Donald Rubus <Donald.Rubus.666529529@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donald.rubus.666529529@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Rubus

ROSENBERG Corey * ODE

From: Todd O'Halloran <Todd.OHalloran.666529862@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from todd.ohalloran.666529862@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Todd O'Halloran

ROSENBERG Corey * ODE

From: Steve Horton <Steve.Horton.666531201@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.horton.666531201@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Horton

ROSENBERG Corey * ODE

From: Jeff Kubler <Jeff.Kubler.666532381@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:40 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.kubler.666532381@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Kubler

ROSENBERG Corey * ODE

From: Carolyn Self <Carolyn.Self.666532930@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.self.666532930@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Self

ROSENBERG Corey * ODE

From: Colleen Beard <Colleen.Beard.666532796@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from colleen.beard.666532796@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Colleen Beard

ROSENBERG Corey * ODE

From: Donna Wetter <Donna.Wetter.666535324@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.wetter.666535324@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Wetter

ROSENBERG Corey * ODE

From: Jake Spellmeyer <Jake.Spellmeyer.666535784@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jake.spellmeyer.666535784@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jake Spellmeyer

ROSENBERG Corey * ODE

From: Carolyn Self <Carolyn.Self.666532930@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.self.666532930@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Self

ROSENBERG Corey * ODE

From: Jim Kuhn <Jim.Kuhn.666403429@p2a.co>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.kuhn.666403429@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Kuhn

ROSENBERG Corey * ODE

From: Janine Bakke <Janine.Bakke.666536143@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from janine.bakke.666536143@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Janine Bakke

ROSENBERG Corey * ODE

From: Frank Gray <Frank.Gray.666536332@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from frank.gray.666536332@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Frank Gray

ROSENBERG Corey * ODE

From: Arica Mathers <Arica.Mathers.666536684@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from arica.mathers.666536684@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a high school teacher and a parent, I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Arica Mathers

ROSENBERG Corey * ODE

From: Kevin Maden <Kevin.Maden.666537052@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.maden.666537052@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Maden

ROSENBERG Corey * ODE

From: John Kolberg <John.Kolberg.666455666@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.kolberg.666455666@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Kolberg

ROSENBERG Corey * ODE

From: Donna Wetter <Donna.Wetter.666535324@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.wetter.666535324@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Wetter

ROSENBERG Corey * ODE

From: Kimberly Armstrong <Kimberly.Armstrong.666537575@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kimberly.armstrong.666537575@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kimberly Armstrong

ROSENBERG Corey * ODE

From: Kim Harroun <Kim.Harroun.666538015@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.harroun.666538015@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Harroun

ROSENBERG Corey * ODE

From: Stanley and Mae Huston <StanleyandMae.Huston.666538204@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stanleyandmae.huston.666538204@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stanley and Mae Huston

ROSENBERG Corey * ODE

From: Lynn Saint <Lynn.Saint.666538826@p2a.co>
Sent: Wednesday, October 18, 2023 1:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lynn.saint.666538826@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lynn Saint

ROSENBERG Corey * ODE

From: Stan Avery <Stan.Avery.666540229@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stan.avery.666540229@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stan Avery

ROSENBERG Corey * ODE

From: Jason Asher <Jason.Asher.666540580@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jason.asher.666540580@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jason Asher

ROSENBERG Corey * ODE

From: Steven McDonald <Steven.McDonald.666541156@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.mcdonald.666541156@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven McDonald

ROSENBERG Corey * ODE

From: Jennifer Hill <Jennifer.Hill.666542876@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.hill.666542876@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Hill

ROSENBERG Corey * ODE

From: Scott Kirkland <Scott.Kirkland.666547051@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from scott.kirkland.666547051@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Scott Kirkland

ROSENBERG Corey * ODE

From: Scott Johnson <Scott.Johnson.666547150@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from scott.johnson.666547150@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Scott Johnson

ROSENBERG Corey * ODE

From: Elizabeth Strain <Elizabeth.Strain.666548834@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elizabeth.strain.666548834@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Elizabeth Strain

ROSENBERG Corey * ODE

From: Kim Sweet <Kim.Sweet.666549770@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.sweet.666549770@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Sweet

ROSENBERG Corey * ODE

From: Judi Henkle <Judi.Henkle.666550273@p2a.co>
Sent: Wednesday, October 18, 2023 1:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judi.henkle.666550273@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judi Henkle

ROSENBERG Corey * ODE

From: Erika Porter <Erika.Porter.666550642@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erika.porter.666550642@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erika Porter

ROSENBERG Corey * ODE

From: Brad Foster <Brad.Foster.666552622@foradvocacy.com>
Sent: Wednesday, October 18, 2023 1:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brad.foster.666552622@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brad Foster

ROSENBERG Corey * ODE

From: Corrie Fountain <Corrie.Fountain.666553054@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from corrie.fountain.666553054@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Corrie Fountain

ROSENBERG Corey * ODE

From: Deborah Canepa <Deborah.Canepa.666553388@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from deborah.canepa.666553388@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Deborah Canepa

ROSENBERG Corey * ODE

From: Nicholas Smith <Nicholas.Smith.666554080@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicholas.smith.666554080@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicholas Smith

ROSENBERG Corey * ODE

From: Amanda Melby <Amanda.Melby.666554396@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amanda.melby.666554396@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amanda Melby

ROSENBERG Corey * ODE

From: David Gibson <David.Gibson.666555016@advocatefor.me>
Sent: Wednesday, October 18, 2023 1:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.gibson.666555016@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Gibson

ROSENBERG Corey * ODE

From: Cathlean Sanada <Cathlean.Sanada.666555836@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cathlean.sanada.666555836@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cathlean Sanada

ROSENBERG Corey * ODE

From: Kim Curtis <Kim.Curtis.616644238@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.curtis.616644238@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Curtis

ROSENBERG Corey * ODE

From: Heather Utterback <Heather.Utterback.666557177@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from heather.utterback.666557177@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Heather Utterback

ROSENBERG Corey * ODE

From: Leslie Humphrey <Leslie.Humphrey.666557375@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leslie.humphrey.666557375@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Leslie Humphrey

ROSENBERG Corey * ODE

From: Pamela Dickson <Pamela.Dickson.666559003@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pamela.dickson.666559003@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pamela Dickson

ROSENBERG Corey * ODE

From: Darla Bye <Darla.Bye.666560128@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from darla.bye.666560128@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Darla Bye

ROSENBERG Corey * ODE

From: Helen Brindell <Helen.Brindell.666562423@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from helen.brindell.666562423@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Helen Brindell

ROSENBERG Corey * ODE

From: Richard Stalheim <Richard.Stalheim.666562883@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.stalheim.666562883@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Stalheim

ROSENBERG Corey * ODE

From: Cindi Anderson <Cindi.Anderson.666562694@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cindi.anderson.666562694@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cindi Anderson

ROSENBERG Corey * ODE

From: Teresa Thoreson <Teresa.Thoreson.666563387@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from teresa.thoreson.666563387@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Teresa Thoreson

ROSENBERG Corey * ODE

From: A. Michael Geraci <AMichael.Geraci.666563855@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amichael.geraci.666563855@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
A. Michael Geraci

ROSENBERG Corey * ODE

From: Laura Taylor <Laura.Taylor.666565178@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laura.taylor.666565178@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laura Taylor

ROSENBERG Corey * ODE

From: Michael Wright <Michael.Wright.666564917@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.wright.666564917@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Wright

ROSENBERG Corey * ODE

From: Josh Welch <Josh.Welch.666566104@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from josh.welch.666566104@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Josh Welch

ROSENBERG Corey * ODE

From: Amy Wood <Amy.Wood.666566690@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amy.wood.666566690@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amy Wood

ROSENBERG Corey * ODE

From: Valerie Brumbelow <Valerie.Brumbelow.666568157@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from valerie.brumbelow.666568157@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Valerie Brumbelow

ROSENBERG Corey * ODE

From: OLIVER COCKRELL <OLIVER.COCKRELL.666568481@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from oliver.cockrell.666568481@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
OLIVER COCKRELL

ROSENBERG Corey * ODE

From: Raymond Krzmarzick <Raymond.Krzmarzick.666570424@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from raymond.krzmarzick.666570424@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Raymond Krzmarzick

ROSENBERG Corey * ODE

From: Kathleen Ward <Kathleen.Ward.666571027@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.ward.666571027@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Ward

ROSENBERG Corey * ODE

From: Claudia Hardin <Claudia.Hardin.666572774@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from claudia.hardin.666572774@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Claudia Hardin

ROSENBERG Corey * ODE

From: Christine Rowles <Christine.Rowles.666573160@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christine.rowles.666573160@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christine Rowles

ROSENBERG Corey * ODE

From: Helen Siefert <Helen.Siefert.666575140@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from helen.siefert.666575140@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Helen Siefert

ROSENBERG Corey * ODE

From: Mary Davis <Mary.Davis.666576950@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.davis.666576950@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Davis

ROSENBERG Corey * ODE

From: Marie Kim <Marie.Kim.666577715@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marie.kim.666577715@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marie Kim

ROSENBERG Corey * ODE

From: Christina Hammer <Christina.Hammer.666578976@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christina.hammer.666578976@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christina Hammer

ROSENBERG Corey * ODE

From: Kimberly Fenstermacher <Kimberly.Fenstermacher.666579362@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kimberly.fenstermacher.666579362@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kimberly Fenstermacher

ROSENBERG Corey * ODE

From: Ana Borcean <Ana.Borcean.666579461@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ana.borcean.666579461@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ana Borcean

ROSENBERG Corey * ODE

From: Steven Dunham <Steven.Dunham.666580414@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.dunham.666580414@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Dunham

ROSENBERG Corey * ODE

From: Anita Winters <Anita.Winters.666581495@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anita.winters.666581495@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anita Winters

ROSENBERG Corey * ODE

From: Peggy Porath <Peggy.Porath.666581440@p2a.co>
Sent: Wednesday, October 18, 2023 2:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from peggy.porath.666581440@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Peggy Porath

ROSENBERG Corey * ODE

From: Brett Anderson <Brett.Anderson.666581675@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brett.anderson.666581675@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brett Anderson

ROSENBERG Corey * ODE

From: Ron Scheinberg <Ron.Scheinberg.666582502@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.scheinberg.666582502@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Scheinberg

ROSENBERG Corey * ODE

From: Sally Lang <Sally.Lang.666582638@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sally.lang.666582638@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sally Lang

ROSENBERG Corey * ODE

From: Tiffany Burwell <Tiffany.Burwell.666582791@p2a.co>
Sent: Wednesday, October 18, 2023 2:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tiffany.burwell.666582791@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tiffany Burwell

ROSENBERG Corey * ODE

From: Lara Million <Lara.Million.666584212@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 2:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lara.million.666584212@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lara Million

ROSENBERG Corey * ODE

From: Marisa Remington <Marisa.Remington.666586012@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marisa.remington.666586012@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marisa Remington

ROSENBERG Corey * ODE

From: Jeffrey Kuhlman <Jeffrey.Kuhlman.666586391@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeffrey.kuhlman.666586391@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeffrey Kuhlman

ROSENBERG Corey * ODE

From: Laura Hunt <Laura.Hunt.666586517@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 2:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laura.hunt.666586517@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laura Hunt

ROSENBERG Corey * ODE

From: Paul Martin <Paul.Martin.666587075@p2a.co>
Sent: Wednesday, October 18, 2023 2:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.martin.666587075@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Martin

ROSENBERG Corey * ODE

From: Cherilyn SunRidge <Cherilyn.SunRidge.666454207@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cherilyn.sunridge.666454207@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cherilyn SunRidge

ROSENBERG Corey * ODE

From: Peche Barteaux <Peche.Barteaux.666588236@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from peche.barteaux.666588236@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Peche Barteaux

ROSENBERG Corey * ODE

From: April Dixon <April.Dixon.666589460@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from april.dixon.666589460@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
April Dixon

ROSENBERG Corey * ODE

From: Steven Starke <Steven.Starke.666592493@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.starke.666592493@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Starke

ROSENBERG Corey * ODE

From: Martha Briese <Martha.Briese.666593537@p2a.co>
Sent: Wednesday, October 18, 2023 2:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from martha.briese.666593537@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martha Briese

ROSENBERG Corey * ODE

From: Andrew Murphy <Andrew.Murphy.666485843@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrew.murphy.666485843@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrew Murphy

ROSENBERG Corey * ODE

From: Marshal Moser <Marshal.Moser.666595733@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marshal.moser.666595733@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marshal Moser

ROSENBERG Corey * ODE

From: Jill Raeburn <Jill.Raeburn.666596697@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jill.raeburn.666596697@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jill Raeburn

ROSENBERG Corey * ODE

From: Karen Cleveland <Karen.Cleveland.666597533@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 2:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.cleveland.666597533@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Cleveland

ROSENBERG Corey * ODE

From: Jeremy Dotson <Jeremy.Dotson.666597885@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeremy.dotson.666597885@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeremy Dotson

ROSENBERG Corey * ODE

From: LORI LEWIS <LORI.LEWIS.666598479@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lori.lewis.666598479@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LORI LEWIS

ROSENBERG Corey * ODE

From: Kathy Bletscher <Kathy.Bletscher.666600826@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.bletscher.666600826@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Bletscher

ROSENBERG Corey * ODE

From: Keith Green <Keith.Green.666601078@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from keith.green.666601078@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Keith Green

ROSENBERG Corey * ODE

From: Joe Hudspeth <Joe.Hudspeth.666600772@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joe.hudspeth.666600772@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joe Hudspeth

ROSENBERG Corey * ODE

From: Linda Hallberg <Linda.Hallberg.666602491@p2a.co>
Sent: Wednesday, October 18, 2023 2:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.hallberg.666602491@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Hallberg

ROSENBERG Corey * ODE

From: Lee Frey <Lee.Frey.666603788@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lee.frey.666603788@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lee Frey

ROSENBERG Corey * ODE

From: Phyllis West <Phyllis.West.666604949@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from phyllis.west.666604949@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Phyllis West

ROSENBERG Corey * ODE

From: Alexander Fine <Alexander.Fine.666605425@grsdelivery.com>
Sent: Wednesday, October 18, 2023 2:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from alexander.fine.666605425@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Alexander Fine

ROSENBERG Corey * ODE

From: Beverly Grace <Beverly.Grace.666607009@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 2:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from beverly.grace.666607009@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Beverly Grace

ROSENBERG Corey * ODE

From: Helen Schenk <Helen.Schenk.666610744@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from helen.schenk.666610744@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Helen Schenk

ROSENBERG Corey * ODE

From: John ireland <John.ireland.666612670@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 2:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.ireland.666612670@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John ireland

ROSENBERG Corey * ODE

From: Margaret Gibson <Margaret.Gibson.666613255@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margaret.gibson.666613255@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Margaret Gibson

ROSENBERG Corey * ODE

From: Hannah Shaver <Hannah.Shaver.666618511@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from hannah.shaver.666618511@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Hannah Shaver

ROSENBERG Corey * ODE

From: Connie Wagner <Connie.Wagner.666618539@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from connie.wagner.666618539@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Connie Wagner

ROSENBERG Corey * ODE

From: Lisa Fields-Jas <Lisa.FieldsJas.666619169@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.fieldsjas.666619169@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Fields-Jas

ROSENBERG Corey * ODE

From: Humberto Paz <Humberto.Paz.611636269@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from humberto.paz.611636269@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Humberto Paz

ROSENBERG Corey * ODE

From: LaNell Carpenter <LaNell.Carpenter.666625946@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lanell.carpenter.666625946@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LaNell Carpenter

ROSENBERG Corey * ODE

From: Wayne Price <Wayne.Price.666627719@p2a.co>
Sent: Wednesday, October 18, 2023 2:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wayne.price.666627719@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wayne Price

ROSENBERG Corey * ODE

From: Chad Johnson <Chad.Johnson.666627287@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from chad.johnson.666627287@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Chad Johnson

ROSENBERG Corey * ODE

From: Kathy Fisher <Kathy.Fisher.666627331@foradvocacy.com>
Sent: Wednesday, October 18, 2023 2:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.fisher.666627331@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Fisher

ROSENBERG Corey * ODE

From: Brice Paris <Brice.Paris.666629753@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brice.paris.666629753@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brice Paris

ROSENBERG Corey * ODE

From: Alex Mielnik <Alex.Mielnik.666656636@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from alex.mielnik.666656636@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Alex Mielnik

ROSENBERG Corey * ODE

From: Janet Weller <Janet.Weller.666645124@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from janet.weller.666645124@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Janet Weller

ROSENBERG Corey * ODE

From: Bonnie Kubli <Bonnie.Kubli.666642910@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bonnie.kubli.666642910@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bonnie Kubli

ROSENBERG Corey * ODE

From: Marina Ray <Marina.Ray.666642000@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marina.ray.666642000@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marina Ray

ROSENBERG Corey * ODE

From: Christine Bennett <Christine.Bennett.666639446@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christine.bennett.666639446@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christine Bennett

ROSENBERG Corey * ODE

From: Jill Jones <Jill.Jones.666638807@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jill.jones.666638807@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jill Jones

ROSENBERG Corey * ODE

From: Kim Keady <Kim.Keady.666637466@p2a.co>
Sent: Wednesday, October 18, 2023 2:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.keady.666637466@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Keady

ROSENBERG Corey * ODE

From: Tom Henkle <Tom.Henkle.666635378@yourconstituent.com>
Sent: Wednesday, October 18, 2023 2:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tom.henkle.666635378@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tom Henkle

ROSENBERG Corey * ODE

From: Twila Logan <Twila.Logan.666632911@advocatefor.me>
Sent: Wednesday, October 18, 2023 2:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from twila.logan.666632911@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Twila Logan

ROSENBERG Corey * ODE

From: Marne Wilson <Marne.Wilson.666664448@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marne.wilson.666664448@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marne Wilson

ROSENBERG Corey * ODE

From: Mark Singleton <Mark.Singleton.666670216@grsdelivery.com>
Sent: Wednesday, October 18, 2023 3:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.singleton.666670216@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Singleton

ROSENBERG Corey * ODE

From: Jennifer Anderson <Jennifer.Anderson.666671468@p2a.co>
Sent: Wednesday, October 18, 2023 3:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.anderson.666671468@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. Instead of lowering standards for graduation, focus on improving quality of education.

Regards,
Jennifer Anderson

ROSENBERG Corey * ODE

From: Susan Morrison <Susan.Morrison.666423913@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.morrison.666423913@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Morrison

ROSENBERG Corey * ODE

From: Richard Isaacson <Richard.Isaacson.666676959@advocatefor.me>
Sent: Wednesday, October 18, 2023 3:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.isaacson.666676959@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills EVER!

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Isaacson

ROSENBERG Corey * ODE

From: Richard Miller <Richard.Miller.666677165@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.miller.666677165@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Miller

ROSENBERG Corey * ODE

From: Jan Sears <Jan.Sears.666678894@advocacymessages.com>
Sent: Wednesday, October 18, 2023 3:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jan.sears.666678894@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jan Sears

ROSENBERG Corey * ODE

From: Tim Ebner <Tim.Ebner.666679019@grsdelivery.com>
Sent: Wednesday, October 18, 2023 3:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tim.ebner.666679019@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tim Ebner

ROSENBERG Corey * ODE

From: Bonnie Hutzell <Bonnie.Hutzell.666681322@forgrassroots.com>
Sent: Wednesday, October 18, 2023 3:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bonnie.hutzell.666681322@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bonnie Hutzell

ROSENBERG Corey * ODE

From: NANCY OLSSON <NANCY.OLSSON.666683113@grsdelivery.com>
Sent: Wednesday, October 18, 2023 3:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.olsson.666683113@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
NANCY OLSSON

ROSENBERG Corey * ODE

From: Raymond Bailey <Raymond.Bailey.666686282@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 3:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from raymond.bailey.666686282@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Raymond Bailey

ROSENBERG Corey * ODE

From: James Dille <James.Dille.666688929@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 3:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.dille.666688929@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Dille

ROSENBERG Corey * ODE

From: Carole Carlson <Carole.Carlson.666407461@forgrassroots.com>
Sent: Wednesday, October 18, 2023 3:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carole.carlson.666407461@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carole Carlson

ROSENBERG Corey * ODE

From: Judy Calvo <Judy.Calvo.666692807@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judy.calvo.666692807@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judy Calvo

ROSENBERG Corey * ODE

From: Sharren Wachtel <Sharren.Wachtel.666698397@yourconstituent.com>
Sent: Wednesday, October 18, 2023 3:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharren.wachtel.666698397@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharren Wachtel

ROSENBERG Corey * ODE

From: Patricia Howard <Patricia.Howard.666402754@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 3:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.howard.666402754@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Howard

ROSENBERG Corey * ODE

From: Marianne Doane <Marianne.Doane.666699864@advocatefor.me>
Sent: Wednesday, October 18, 2023 3:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marianne.doane.666699864@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marianne Doane

ROSENBERG Corey * ODE

From: Sheila Lewellen <Sheila.Lewellen.666701969@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sheila.lewellen.666701969@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sheila Lewellen

ROSENBERG Corey * ODE

From: April Fate-Cuthbert <April.FateCuthbert.666415589@p2a.co>
Sent: Wednesday, October 18, 2023 3:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from april.fatecuthbert.666415589@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
April Fate-Cuthbert

ROSENBERG Corey * ODE

From: Cynthia I Bennett <Cynthia.IBennett.666522823@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cynthia.ibennett.666522823@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cynthia I Bennett

ROSENBERG Corey * ODE

From: Judy Jackson <Judy.Jackson.666470173@grsdelivery.com>
Sent: Wednesday, October 18, 2023 9:18 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judy.jackson.666470173@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judy Jackson

ROSENBERG Corey * ODE

From: Meredith Nolan <Meredith.Nolan.666398237@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:19 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from meredith.nolan.666398237@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Meredith Nolan

ROSENBERG Corey * ODE

From: James Williams <James.Williams.666433002@advocatesmessage.com>
Sent: Tuesday, October 17, 2023 9:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.williams.666433002@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Williams

ROSENBERG Corey * ODE

From: Martin Dreher <Martin.Dreher.666428044@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from martin.dreher.666428044@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martin Dreher

ROSENBERG Corey * ODE

From: Margaret Kubler <Margaret.Kubler.666425669@yourconstituent.com>
Sent: Tuesday, October 17, 2023 8:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margaret.kubler.666425669@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Margaret Kubler

ROSENBERG Corey * ODE

From: Dale Goo <Dale.Goo.666425506@advocacymessages.com>
Sent: Tuesday, October 17, 2023 8:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dale.goo.666425506@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dale Goo

ROSENBERG Corey * ODE

From: Dan Hopr <Dan.Hopr.666416533@forgrassroots.com>
Sent: Tuesday, October 17, 2023 7:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dan.hopr.666416533@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dan Hopr

ROSENBERG Corey * ODE

From: Judith Payton <Judith.Payton.666411484@p2a.co>
Sent: Tuesday, October 17, 2023 6:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judith.payton.666411484@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judith Payton

ROSENBERG Corey * ODE

From: Nancy Diskin <Nancy.Diskin.666411187@sendgrassroots.com>
Sent: Tuesday, October 17, 2023 6:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.diskin.666411187@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Diskin

ROSENBERG Corey * ODE

From: PATRICIA PATTERSON <PATRICIA.PATTERSON.666539249@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.patterson.666539249@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
PATRICIA PATTERSON

ROSENBERG Corey * ODE

From: Pat Roshak <Pat.Roshak.666536800@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pat.roshak.666536800@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pat Roshak

ROSENBERG Corey * ODE

From: Carolyn Parnow <Carolyn.Parnow.666526829@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.parnow.666526829@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Parnow

ROSENBERG Corey * ODE

From: Joel Reed <Joel.Reed.666525659@grsdelivery.com>
Sent: Wednesday, October 18, 2023 1:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joel.reed.666525659@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joel Reed

ROSENBERG Corey * ODE

From: John M Pohs <JohnM.Pohs.666525389@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from johnm.pohs.666525389@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John M Pohs

ROSENBERG Corey * ODE

From: Yutonah Bowes <Yutonah.Bowes.666524650@yourconstituent.com>
Sent: Wednesday, October 18, 2023 1:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from yutonah.bowes.666524650@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Yutonah Bowes

ROSENBERG Corey * ODE

From: Gloria James <Gloria.James.666524137@advocacymessages.com>
Sent: Wednesday, October 18, 2023 1:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gloria.james.666524137@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gloria James

ROSENBERG Corey * ODE

From: Erik Hoovestol <Erik.Hoovestol.666523688@p2a.co>
Sent: Wednesday, October 18, 2023 1:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erik.hoovestol.666523688@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erik Hoovestol

ROSENBERG Corey * ODE

From: Gary & Elizabeth Christensen <GaryampElizabeth.Christensen.666523589@forgrassroots.com>
Sent: Wednesday, October 18, 2023 1:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from garyampelizabeth.christensen.666523589@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary & Elizabeth Christensen

ROSENBERG Corey * ODE

From: Candelario Constante <Candelario.Constante.666523534@p2a.co>
Sent: Wednesday, October 18, 2023 1:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from candelario.constante.666523534@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Candelario Constante

ROSENBERG Corey * ODE

From: Jennifer Backstrand <Jennifer.Backstrand.666402114@yourconstituent.com>
Sent: Wednesday, October 18, 2023 3:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.backstrand.666402114@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Backstrand

ROSENBERG Corey * ODE

From: Robert Butler <Robert.Butler.666625180@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.butler.666625180@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Butler

ROSENBERG Corey * ODE

From: Cortney Tamimi <Cortney.Tamimi.666618791@advocacymessages.com>
Sent: Wednesday, October 18, 2023 2:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cortney.tamimi.666618791@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cortney Tamimi

ROSENBERG Corey * ODE

From: Cynthia Raley <Cynthia.Raley.666604066@p2a.co>
Sent: Wednesday, October 18, 2023 2:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cynthia.raley.666604066@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cynthia Raley

ROSENBERG Corey * ODE

From: Jilian Frey <Jilian.Frey.666602022@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 2:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jilian.frey.666602022@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jilian Frey

ROSENBERG Corey * ODE

From: tracy frey <tracy.frey.666592286@forgrassroots.com>
Sent: Wednesday, October 18, 2023 2:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tracy.frey.666592286@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
tracy frey

ROSENBERG Corey * ODE

From: Alicia Bodenhamer <Alicia.Bodenhamer.666562766@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 2:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from alicia.bodenhamer.666562766@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Alicia Bodenhamer

ROSENBERG Corey * ODE

From: Vonita LeSenne <Vonita.LeSenne.666552938@p2a.co>
Sent: Wednesday, October 18, 2023 1:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from vonita.lesenne.666552938@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Vonita LeSenne

ROSENBERG Corey * ODE

From: Sandee Hansen <Sandee.Hansen.666551146@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 1:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandee.hansen.666551146@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandee Hansen

ROSENBERG Corey * ODE

From: Hoy Jones <Hoy.Jones.666548122@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 1:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from hoy.jones.666548122@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Hoy Jones

ROSENBERG Corey * ODE

From: Robert christman <Robert.christman.666719519@grsdelivery.com>
Sent: Wednesday, October 18, 2023 3:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.christman.666719519@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert christman

ROSENBERG Corey * ODE

From: helen york <helen.york.666719609@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from helen.york.666719609@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
helen york

ROSENBERG Corey * ODE

From: Royal Atkinson <Royal.Atkinson.666716792@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from royal.atkinson.666716792@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Royal Atkinson

ROSENBERG Corey * ODE

From: david york <david.york.666715199@yourconstituent.com>
Sent: Wednesday, October 18, 2023 3:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.york.666715199@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
david york

ROSENBERG Corey * ODE

From: Rosemary Southwood <Rosemary.Southwood.666715487@yourconstituent.com>
Sent: Wednesday, October 18, 2023 3:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rosemary.southwood.666715487@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rosemary Southwood

ROSENBERG Corey * ODE

From: Susan Morrison <Susan.Morrison.666423913@forgrassroots.com>
Sent: Wednesday, October 18, 2023 3:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.morrison.666423913@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Morrison

ROSENBERG Corey * ODE

From: Marlene Kassis <Marlene.Kassis.666712453@advocatefor.me>
Sent: Wednesday, October 18, 2023 3:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marlene.kassis.666712453@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marlene Kassis

ROSENBERG Corey * ODE

From: Joe Guida <Joe.Guida.666709583@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 3:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joe.guida.666709583@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joe Guida

ROSENBERG Corey * ODE

From: Carol Hocker <Carol.Hocker.666709213@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 3:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.hocker.666709213@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol Hocker

ROSENBERG Corey * ODE

From: James Backstrand <James.Backstrand.666707521@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 3:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.backstrand.666707521@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Backstrand

ROSENBERG Corey * ODE

From: Nancy Orick <Nancy.Orick.666740713@grsdelivery.com>
Sent: Wednesday, October 18, 2023 3:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.orick.666740713@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Orick

ROSENBERG Corey * ODE

From: priscilla schmidt <priscilla.schmidt.666740407@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 3:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from priscilla.schmidt.666740407@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
priscilla schmidt

ROSENBERG Corey * ODE

From: Sharon Green <Sharon.Green.666738536@advocacymessages.com>
Sent: Wednesday, October 18, 2023 3:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.green.666738536@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Green

ROSENBERG Corey * ODE

From: DOROTHY ROGERS <DOROTHY.ROGERS.666737546@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 3:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dorothy.rogers.666737546@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
DOROTHY ROGERS

ROSENBERG Corey * ODE

From: Sandra Harbison <Sandra.Harbison.666737186@p2a.co>
Sent: Wednesday, October 18, 2023 3:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandra.harbison.666737186@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandra Harbison

ROSENBERG Corey * ODE

From: Nicole RiosSeems <Nicole.RiosSeems.666735755@grsdelivery.com>
Sent: Wednesday, October 18, 2023 3:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicole.riosseems.666735755@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicole RiosSeems

ROSENBERG Corey * ODE

From: Shirley Burke <Shirley.Burke.666734396@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shirley.burke.666734396@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shirley Burke

ROSENBERG Corey * ODE

From: Barry Hendrickson <Barry.Hendrickson.666731524@advocacymessages.com>
Sent: Wednesday, October 18, 2023 3:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barry.hendrickson.666731524@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barry Hendrickson

ROSENBERG Corey * ODE

From: Reginald and Carol LeQuieu <ReginaldandCarol.LeQuieu.666722371@advocacymessages.com>
Sent: Wednesday, October 18, 2023 3:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from reginaldandcarol.lequieu.666722371@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Reginald and Carol LeQuieu

ROSENBERG Corey * ODE

From: Jennifer Gillette <Jennifer.Gillette.666740911@yourconstituent.com>
Sent: Wednesday, October 18, 2023 3:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.gillette.666740911@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Gillette

ROSENBERG Corey * ODE

From: Mary Booth <Mary.Booth.666742171@forgrassroots.com>
Sent: Wednesday, October 18, 2023 3:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.booth.666742171@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Booth

ROSENBERG Corey * ODE

From: Belinda Anderson <Belinda.Anderson.666742144@yourconstituent.com>
Sent: Wednesday, October 18, 2023 3:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from belinda.anderson.666742144@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Belinda Anderson

ROSENBERG Corey * ODE

From: DEAN HAMPER <DEAN.HAMPER.666742117@advocatefor.me>
Sent: Wednesday, October 18, 2023 3:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dean.hamper.666742117@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
DEAN HAMPER

ROSENBERG Corey * ODE

From: Barbara Teyema <Barbara.Teyema.666741875@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 3:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barbara.teyema.666741875@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barbara Teyema

ROSENBERG Corey * ODE

From: Kathleen Clark <Kathleen.Clark.666741820@p2a.co>
Sent: Wednesday, October 18, 2023 3:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.clark.666741820@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Clark

ROSENBERG Corey * ODE

From: Alison Kidder <Alison.Kidder.666741604@p2a.co>
Sent: Wednesday, October 18, 2023 3:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from alison.kidder.666741604@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Alison Kidder

ROSENBERG Corey * ODE

From: Robert Thompson <Robert.Thompson.666741253@advocatefor.me>
Sent: Wednesday, October 18, 2023 3:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.thompson.666741253@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. Quit teaching dummy standards and make higher goals a standard.

Regards,
Robert Thompson

ROSENBERG Corey * ODE

From: Georgia Shaw <Georgia.Shaw.666741163@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 3:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from georgia.shaw.666741163@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Georgia Shaw

ROSENBERG Corey * ODE

From: cindy cross <cindy.cross.666740975@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cindy.cross.666740975@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
cindy cross

ROSENBERG Corey * ODE

From: Debra Fessler <Debra.Fessler.666740939@foradvocacy.com>
Sent: Wednesday, October 18, 2023 3:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debra.fessler.666740939@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debra Fessler

ROSENBERG Corey * ODE

From: Donna Heinen <Donna.Heinen.666743288@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donna.heinen.666743288@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donna Heinen

ROSENBERG Corey * ODE

From: Nicholas Hogan <Nicholas.Hogan.666743189@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicholas.hogan.666743189@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicholas Hogan

ROSENBERG Corey * ODE

From: Roxanne Elliott <Roxanne.Elliott.666743125@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roxanne.elliott.666743125@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roxanne Elliott

ROSENBERG Corey * ODE

From: Jim Foster <Jim.Foster.666743062@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.foster.666743062@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Foster

ROSENBERG Corey * ODE

From: Brad Johnson <Brad.Johnson.666742892@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brad.johnson.666742892@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brad Johnson

ROSENBERG Corey * ODE

From: Savannah Chavez <Savannah.Chavez.666742676@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from savannah.chavez.666742676@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Savannah Chavez

ROSENBERG Corey * ODE

From: Luke Westberg <Luke.Westberg.666742360@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from luke.westberg.666742360@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Luke Westberg

ROSENBERG Corey * ODE

From: Ed Moore <Ed.Moore.666742342@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ed.moore.666742342@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ed Moore

ROSENBERG Corey * ODE

From: Judy Haguewood <Judy.Haguewood.666742289@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judy.haguewood.666742289@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judy Haguewood

ROSENBERG Corey * ODE

From: Elizabeth Moore <Elizabeth.Moore.666742216@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elizabeth.moore.666742216@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Elizabeth Moore

ROSENBERG Corey * ODE

From: Debra Brown <Debra.Brown.611655501@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debra.brown.611655501@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debra Brown

ROSENBERG Corey * ODE

From: Kathleen Welch <Kathleen.Welch.666402178@p2a.co>
Sent: Wednesday, October 18, 2023 4:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.welch.666402178@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Welch

ROSENBERG Corey * ODE

From: Tana Brickey <Tana.Brickey.666745105@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tana.brickey.666745105@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tana Brickey

ROSENBERG Corey * ODE

From: Ryan Ohara <Ryan.Ohara.666744953@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ryan.ohara.666744953@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ryan Ohara

ROSENBERG Corey * ODE

From: Dennis Dryden <Dennis.Dryden.666461010@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dennis.dryden.666461010@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dennis Dryden

ROSENBERG Corey * ODE

From: Patricia Sapp <Patricia.Sapp.666744430@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.sapp.666744430@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Sapp

ROSENBERG Corey * ODE

From: Michael Powell <Michael.Powell.666744386@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.powell.666744386@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Powell

ROSENBERG Corey * ODE

From: Krista Russell <Krista.Russell.666744340@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from krista.russell.666744340@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Krista Russell

ROSENBERG Corey * ODE

From: Thomas Fessler <Thomas.Fessler.666743657@p2a.co>
Sent: Wednesday, October 18, 2023 4:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from thomas.fessler.666743657@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Thomas Fessler

ROSENBERG Corey * ODE

From: Pat Kloch <Pat.Kloch.666743260@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pat.kloch.666743260@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pat Kloch

ROSENBERG Corey * ODE

From: Brenda McCarthy <Brenda.McCarthy.666746753@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brenda.mccarthy.666746753@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brenda McCarthy

ROSENBERG Corey * ODE

From: Lora Hecht <Lora.Hecht.666746519@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lora.hecht.666746519@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lora Hecht

ROSENBERG Corey * ODE

From: Kerry Dyer <Kerry.Dyer.666746393@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kerry.dyer.666746393@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kerry Dyer

ROSENBERG Corey * ODE

From: Wendy Gilligan <Wendy.Gilligan.666746221@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wendy.gilligan.666746221@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wendy Gilligan

ROSENBERG Corey * ODE

From: Bobbie Rogers <Bobbie.Rogers.666746140@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bobbie.rogers.666746140@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bobbie Rogers

ROSENBERG Corey * ODE

From: Tammy Chatfield <Tammy.Chatfield.666746113@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tammy.chatfield.666746113@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tammy Chatfield

ROSENBERG Corey * ODE

From: Rebecca Wright <Rebecca.Wright.666745989@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rebecca.wright.666745989@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rebecca Wright

ROSENBERG Corey * ODE

From: Johanna White <Johanna.White.666745835@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from johanna.white.666745835@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Johanna White

ROSENBERG Corey * ODE

From: David Ogle MD <David.OgleMD.666745763@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.oglemd.666745763@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Ogle MD

ROSENBERG Corey * ODE

From: Winniferd Tollett <Winniferd.Tollett.666745655@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from winniferd.tollett.666745655@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Winniferd Tollett

ROSENBERG Corey * ODE

From: Richard Bath <Richard.Bath.666747798@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.bath.666747798@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Bath

ROSENBERG Corey * ODE

From: Christina Hull <Christina.Hull.666746807@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christina.hull.666746807@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christina Hull

ROSENBERG Corey * ODE

From: Bret Frauendiener <Bret.Frauendiener.666746852@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bret.frauendiener.666746852@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bret Frauendiener

ROSENBERG Corey * ODE

From: Phil Bertholl <Phil.Bertholl.666746889@p2a.co>
Sent: Wednesday, October 18, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from phil.bertholl.666746889@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Phil Bertholl

ROSENBERG Corey * ODE

From: Maegan Pak <Maegan.Pak.666746942@p2a.co>
Sent: Wednesday, October 18, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maegan.pak.666746942@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Maegan Pak

ROSENBERG Corey * ODE

From: kathleen powers <kathleen.powers.666746988@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.powers.666746988@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
kathleen powers

ROSENBERG Corey * ODE

From: Drew Layda <Drew.Layda.666747013@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from drew.layda.666747013@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Drew Layda

ROSENBERG Corey * ODE

From: Kim Rich <Kim.Rich.666747725@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.rich.666747725@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Rich

ROSENBERG Corey * ODE

From: Geoff Peters <Geoff.Peters.666747752@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from geoff.peters.666747752@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Geoff Peters

ROSENBERG Corey * ODE

From: Betsy Reuss <Betsy.Reuss.666747743@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from betsy.reuss.666747743@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Betsy Reuss

ROSENBERG Corey * ODE

From: Eugene Su <Eugene.Su.666748526@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eugene.su.666748526@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Eugene Su

ROSENBERG Corey * ODE

From: Sarah Yenchik <Sarah.Yenchik.666748517@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sarah.yenchik.666748517@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sarah Yenchik

ROSENBERG Corey * ODE

From: Carol Bath <Carol.Bath.666748445@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.bath.666748445@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol Bath

ROSENBERG Corey * ODE

From: David Leverich <David.Leverich.666748382@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.leverich.666748382@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Leverich

ROSENBERG Corey * ODE

From: Ed Rollins <Ed.Rollins.666748355@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ed.rollins.666748355@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, the low academic standards have already caused problems in the workplace and further lowering the bar would continue to fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ed Rollins

ROSENBERG Corey * ODE

From: Michael Ching <Michael.Ching.666748265@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.ching.666748265@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Ching

ROSENBERG Corey * ODE

From: Lisa Scrimenti <Lisa.Scrimenti.666398273@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.scrimenti.666398273@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Scrimenti

ROSENBERG Corey * ODE

From: Russell Kautz <Russell.Kautz.666748193@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from russell.kautz.666748193@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Russell Kautz

ROSENBERG Corey * ODE

From: Roseanna M Ayres <Roseanna.MAyres.666748067@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roseanna.mayres.666748067@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roseanna M Ayres

ROSENBERG Corey * ODE

From: Ashley Hunsaker <Ashley.Hunsaker.666748003@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ashley.hunsaker.666748003@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ashley Hunsaker

ROSENBERG Corey * ODE

From: Dale Estes <Dale.Estes.666749174@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dale.estes.666749174@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dale Estes

ROSENBERG Corey * ODE

From: Roy McGrath <Roy.McGrath.666748832@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roy.mcgrath.666748832@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roy McGrath

ROSENBERG Corey * ODE

From: Robin Eberly <Robin.Eberly.666748797@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robin.eberly.666748797@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robin Eberly

ROSENBERG Corey * ODE

From: William Stewart <William.Stewart.666748779@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.stewart.666748779@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Stewart

ROSENBERG Corey * ODE

From: Erica Broad <Erica.Broad.666748706@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erica.broad.666748706@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Erica Broad

ROSENBERG Corey * ODE

From: Emily Unrau <Emily.Unrau.666748715@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from emily.unrau.666748715@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Emily Unrau

ROSENBERG Corey * ODE

From: Michelle Schultz <Michelle.Schultz.666748698@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michelle.schultz.666748698@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michelle Schultz

ROSENBERG Corey * ODE

From: Pam Jackson <Pam.Jackson.666748535@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pam.jackson.666748535@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pam Jackson

ROSENBERG Corey * ODE

From: Richard Eads <Richard.Eads.666748508@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.eads.666748508@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Eads

ROSENBERG Corey * ODE

From: Brian Shahan <Brian.Shahan.666748490@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.shahan.666748490@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Shahan

ROSENBERG Corey * ODE

From: Jennifer Burge <Jennifer.Burge.666750686@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.burge.666750686@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Burge

ROSENBERG Corey * ODE

From: Lance Berkey <Lance.Berkey.666750569@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:48 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lance.berkey.666750569@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lance Berkey

ROSENBERG Corey * ODE

From: Steve Long <Steve.Long.666750497@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.long.666750497@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Long

ROSENBERG Corey * ODE

From: Kevin Ramstrom <Kevin.Ramstrom.666750415@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.ramstrom.666750415@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Ramstrom

ROSENBERG Corey * ODE

From: Cheryl Pierik <Cheryl.Pierik.666750262@advocatefor.me>
Sent: Wednesday, October 18, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cheryl.pierik.666750262@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cheryl Pierik

ROSENBERG Corey * ODE

From: Joann Cooper <Joann.Cooper.666407272@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joann.cooper.666407272@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joann Cooper

ROSENBERG Corey * ODE

From: Helen Campbell <Helen.Campbell.666749949@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from helen.campbell.666749949@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Helen Campbell

ROSENBERG Corey * ODE

From: Shirley J Benson <ShirleyJ.Benson.666749868@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shirleyj.benson.666749868@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shirley J Benson

ROSENBERG Corey * ODE

From: Roslyn George <Roslyn.George.666749408@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roslyn.george.666749408@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roslyn George

ROSENBERG Corey * ODE

From: Lori Semmel <Lori.Semmel.666749381@p2a.co>
Sent: Wednesday, October 18, 2023 4:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lori.semmel.666749381@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lori Semmel

ROSENBERG Corey * ODE

From: Kyle Plock <Kyle.Plock.666752549@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kyle.plock.666752549@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kyle Plock

ROSENBERG Corey * ODE

From: Shelley McGuire <Shelley.McGuire.666752468@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shelley.mcguire.666752468@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shelley McGuire

ROSENBERG Corey * ODE

From: Nels Anderson <Nels.Anderson.666752152@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nels.anderson.666752152@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nels Anderson

ROSENBERG Corey * ODE

From: Stan Stieben <Stan.Stieben.666752288@grsdelivery.com>
Sent: Wednesday, October 18, 2023 4:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stan.stieben.666752288@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stan Stieben

ROSENBERG Corey * ODE

From: Mary Anderson <Mary.Anderson.666752152@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.anderson.666752152@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Anderson

ROSENBERG Corey * ODE

From: wilson smith <wilson.smith.666752044@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wilson.smith.666752044@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
wilson smith

ROSENBERG Corey * ODE

From: Paul Banas <Paul.Banas.666752017@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.banas.666752017@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Banas

ROSENBERG Corey * ODE

From: Susan Rapetti <Susan.Rapetti.666751018@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.rapetti.666751018@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Rapetti

ROSENBERG Corey * ODE

From: Patrick Cassidy <Patrick.Cassidy.666750983@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patrick.cassidy.666750983@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patrick Cassidy

ROSENBERG Corey * ODE

From: Richard Peil <Richard.Peil.666746997@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 4:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.peil.666746997@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Peil

ROSENBERG Corey * ODE

From: Neil Bacon <Neil.Bacon.666753656@forgrassroots.com>
Sent: Wednesday, October 18, 2023 5:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from neil.bacon.666753656@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Neil Bacon

ROSENBERG Corey * ODE

From: Dallas Lippold <Dallas.Lippold.666753593@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dallas.lippold.666753593@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dallas Lippold

ROSENBERG Corey * ODE

From: Jaye Naish <Jaye.Naish.666753304@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jaye.naish.666753304@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jaye Naish

ROSENBERG Corey * ODE

From: Mary Dedrick <Mary.Dedrick.666753214@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 5:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.dedrick.666753214@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Dedrick

ROSENBERG Corey * ODE

From: Marilyn Nagel <Marilyn.Nagel.666753115@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marilyn.nagel.666753115@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marilyn Nagel

ROSENBERG Corey * ODE

From: Apryl Smith <Apryl.Smith.666752972@p2a.co>
Sent: Wednesday, October 18, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from apryl.smith.666752972@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Apryl Smith

ROSENBERG Corey * ODE

From: susan ferolito <susan.ferolito.666752585@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.ferolito.666752585@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
susan ferolito

ROSENBERG Corey * ODE

From: Ramona Mosee <Ramona.Mosee.666752648@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ramona.mosee.666752648@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ramona Mosee

ROSENBERG Corey * ODE

From: gerald waters <gerald.waters.666400242@yourconstituent.com>
Sent: Wednesday, October 18, 2023 4:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gerald.waters.666400242@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
gerald waters

ROSENBERG Corey * ODE

From: michael ferolito <michael.ferolito.666752585@forgrassroots.com>
Sent: Wednesday, October 18, 2023 4:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.ferolito.666752585@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
michael ferolito

ROSENBERG Corey * ODE

From: Karol Schrepping <Karol.Schrepping.666755041@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karol.schrepping.666755041@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karol Schrepping

ROSENBERG Corey * ODE

From: Carma DeSantis <Carma.DeSantis.666754862@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carma.desantis.666754862@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carma DeSantis

ROSENBERG Corey * ODE

From: Julia Howard <Julia.Howard.666754781@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julia.howard.666754781@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julia Howard

ROSENBERG Corey * ODE

From: Marv Leach <Marv.Leach.666754394@p2a.co>
Sent: Wednesday, October 18, 2023 5:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marv.leach.666754394@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marv Leach

ROSENBERG Corey * ODE

From: Nancy Bosket <Nancy.Bosket.666754213@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.bosket.666754213@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Bosket

ROSENBERG Corey * ODE

From: Noralee Lane <Noralee.Lane.666753980@forgrassroots.com>
Sent: Wednesday, October 18, 2023 5:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from noralee.lane.666753980@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Noralee Lane

ROSENBERG Corey * ODE

From: Gary Lampella <Gary.Lampella.666403645@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.lampella.666403645@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Lampella

ROSENBERG Corey * ODE

From: Ryan Mattison <Ryan.Mattison.666753719@p2a.co>
Sent: Wednesday, October 18, 2023 5:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ryan.mattison.666753719@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ryan Mattison

ROSENBERG Corey * ODE

From: Kristi Bergerson <Kristi.Bergerson.666753692@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristi.bergerson.666753692@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristi Bergerson

ROSENBERG Corey * ODE

From: Savanna Heigh <Savanna.Heigh.666753674@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:03 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from savanna.heigh.666753674@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Savanna Heigh

ROSENBERG Corey * ODE

From: Constance Van Metre <Constance.VanMetre.666756653@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from constance.vanmetre.666756653@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Constance Van Metre

ROSENBERG Corey * ODE

From: Jim Sheffield <Jim.Sheffield.666756851@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.sheffield.666756851@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I respectfully request your attention to this urgent matter!

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Sheffield

ROSENBERG Corey * ODE

From: Rex WATKINS <Rex.WATKINS.666756626@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rex.watkins.666756626@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rex WATKINS

ROSENBERG Corey * ODE

From: Joni FISCHER JONES <Joni.FISCHERJONES.666756400@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joni.fischerjones.666756400@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joni FISCHER JONES

ROSENBERG Corey * ODE

From: Karen Radditz <Karen.Radditz.666756031@forgrassroots.com>
Sent: Wednesday, October 18, 2023 5:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.radditz.666756031@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Radditz

ROSENBERG Corey * ODE

From: Michelle McLean <Michelle.McLean.666755816@forgrassroots.com>
Sent: Wednesday, October 18, 2023 5:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michelle.mclean.666755816@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michelle McLean

ROSENBERG Corey * ODE

From: Sheila Thompson <Sheila.Thompson.666755618@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 5:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sheila.thompson.666755618@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sheila Thompson

ROSENBERG Corey * ODE

From: Deborah Hines <Deborah.Hines.666416605@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from deborah.hines.666416605@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Deborah Hines

ROSENBERG Corey * ODE

From: RICK PIESKER <RICK.PIESKER.666755429@p2a.co>
Sent: Wednesday, October 18, 2023 5:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rick.piesker.666755429@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
RICK PIESKER

ROSENBERG Corey * ODE

From: Sharon Dahlberg <Sharon.Dahlberg.666755357@p2a.co>
Sent: Wednesday, October 18, 2023 5:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.dahlberg.666755357@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Dahlberg

ROSENBERG Corey * ODE

From: Stuart McClure <Stuart.McClure.666758192@p2a.co>
Sent: Wednesday, October 18, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stuart.mcclure.666758192@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stuart McClure

ROSENBERG Corey * ODE

From: Henry McIver <Henry.McIver.666758129@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from henry.mciver.666758129@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Henry McIver

ROSENBERG Corey * ODE

From: Nicole Woods <Nicole.Woods.666758138@p2a.co>
Sent: Wednesday, October 18, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicole.woods.666758138@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicole Woods

ROSENBERG Corey * ODE

From: James Ballard <James.Ballard.666758011@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.ballard.666758011@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Ballard

ROSENBERG Corey * ODE

From: Richard Hammer <Richard.Hammer.666757878@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.hammer.666757878@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Hammer

ROSENBERG Corey * ODE

From: Paul Shinn <Paul.Shinn.666757814@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.shinn.666757814@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Shinn

ROSENBERG Corey * ODE

From: Wayne Ernst <Wayne.Ernst.666757760@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wayne.ernst.666757760@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wayne Ernst

ROSENBERG Corey * ODE

From: Dale Keene <Dale.Keene.666757409@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dale.keene.666757409@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dale Keene

ROSENBERG Corey * ODE

From: James Fenstermacher <James.Fenstermacher.666757210@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.fenstermacher.666757210@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Fenstermacher

ROSENBERG Corey * ODE

From: Cindy Fisher <Cindy.Fisher.666757049@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cindy.fisher.666757049@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cindy Fisher

ROSENBERG Corey * ODE

From: John Sarna <John.Sarna.666759335@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.sarna.666759335@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Sarna

ROSENBERG Corey * ODE

From: Audrey Hadley <Audrey.Hadley.666759227@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from audrey.hadley.666759227@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Audrey Hadley

ROSENBERG Corey * ODE

From: Brandy Mendez <Brandy.Mendez.666759029@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brandy.mendez.666759029@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brandy Mendez

ROSENBERG Corey * ODE

From: James Thompson <James.Thompson.666758778@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.thompson.666758778@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Thompson

ROSENBERG Corey * ODE

From: David Jones <David.Jones.666758813@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.jones.666758813@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Jones

ROSENBERG Corey * ODE

From: James Thompson <James.Thompson.666758778@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.thompson.666758778@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Thompson

ROSENBERG Corey * ODE

From: Patricia Jermov <Patricia.Jermov.666758372@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.jermov.666758372@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Jermov

ROSENBERG Corey * ODE

From: Philip Mongrain <Philip.Mongrain.666758561@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from philip.mongrain.666758561@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Philip Mongrain

ROSENBERG Corey * ODE

From: James Stoffel <James.Stoffel.666758534@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.stoffel.666758534@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Stoffel

ROSENBERG Corey * ODE

From: Patricia Jermov <Patricia.Jermov.666758372@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.jermov.666758372@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Jermov

ROSENBERG Corey * ODE

From: Robin Smith <Robin.Smith.666760937@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robin.smith.666760937@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robin Smith

ROSENBERG Corey * ODE

From: Terry Briscoe <Terry.Briscoe.666760874@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from terry.briscoe.666760874@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Terry Briscoe

ROSENBERG Corey * ODE

From: Crystal Osburn <Crystal.Osburn.666760810@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from crystal.osburn.666760810@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Crystal Osburn

ROSENBERG Corey * ODE

From: LEONARD REYNOLDS <LEONARD.REYNOLDS.666480721@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leonard.reynolds.666480721@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LEONARD REYNOLDS

ROSENBERG Corey * ODE

From: Sheryl Reardon <Sheryl.Reardon.666760298@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sheryl.reardon.666760298@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sheryl Reardon

ROSENBERG Corey * ODE

From: Lisa Whitney <Lisa.Whitney.666759812@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.whitney.666759812@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Whitney

ROSENBERG Corey * ODE

From: Sharon Lee <Sharon.Lee.666759849@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.lee.666759849@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Lee

ROSENBERG Corey * ODE

From: Mike Stonehill <Mike.Stonehill.666759687@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.stonehill.666759687@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Stonehill

ROSENBERG Corey * ODE

From: Leigh Aguilar <Leigh.Aguilar.666759434@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leigh.aguilar.666759434@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Leigh Aguilar

ROSENBERG Corey * ODE

From: Toni Collins <Toni.Collins.666428404@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from toni.collins.666428404@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Toni Collins

ROSENBERG Corey * ODE

From: David Brown <David.Brown.666763132@advocacymessages.com>
Sent: Wednesday, October 18, 2023 6:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.brown.666763132@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Please keep Oregon students safe,

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Brown

ROSENBERG Corey * ODE

From: Tom Meyer <Tom.Meyer.666763105@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tom.meyer.666763105@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tom Meyer

ROSENBERG Corey * ODE

From: Kevin Etherton <Kevin.Etherton.666762610@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 5:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kevin.etherton.666762610@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kevin Etherton

ROSENBERG Corey * ODE

From: Lynn Estuesta <Lynn.Estuesta.666762430@yourconstituent.com>
Sent: Wednesday, October 18, 2023 5:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lynn.estuesta.666762430@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lynn Estuesta

ROSENBERG Corey * ODE

From: Maria Zamudio-Leon <Maria.ZamudioLen.666762412@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 5:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maria.zamudiolen.666762412@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Maria Zamudio-León

ROSENBERG Corey * ODE

From: Richard Ebers <Richard.Ebers.666762061@forgrassroots.com>
Sent: Wednesday, October 18, 2023 5:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.ebers.666762061@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Ebers

ROSENBERG Corey * ODE

From: Joan Porcelli <Joan.Porcelli.666761936@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 5:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joan.porcelli.666761936@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joan Porcelli

ROSENBERG Corey * ODE

From: Lalah Howard <Lalah.Howard.666761675@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lalah.howard.666761675@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lalah Howard

ROSENBERG Corey * ODE

From: Mrs. Lynda Harter <MrsLynda.Harter.666761224@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mrslynda.harter.666761224@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mrs. Lynda Harter

ROSENBERG Corey * ODE

From: Susan Harryman <Susan.Harryman.666760955@advocacymessages.com>
Sent: Wednesday, October 18, 2023 5:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.harryman.666760955@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Harryman

ROSENBERG Corey * ODE

From: Brandon Stice <Brandon.Stice.666764942@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brandon.stice.666764942@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brandon Stice

ROSENBERG Corey * ODE

From: Anita Andrews <Anita.Andrews.666764898@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anita.andrews.666764898@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anita Andrews

ROSENBERG Corey * ODE

From: Debbie Stanton <Debbie.Stanton.666764537@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debbie.stanton.666764537@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debbie Stanton

ROSENBERG Corey * ODE

From: Sandra Hill <Sandra.Hill.666764555@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandra.hill.666764555@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandra Hill

ROSENBERG Corey * ODE

From: Karilee Stiner <Karilee.Stiner.666764474@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karilee.stiner.666764474@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karilee Stiner

ROSENBERG Corey * ODE

From: Arianne Cook <Arianne.Cook.666764375@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from arianne.cook.666764375@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Arianne Cook

ROSENBERG Corey * ODE

From: Carolyn Nunn <Carolyn.Nunn.666763880@p2a.co>
Sent: Wednesday, October 18, 2023 6:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.nunn.666763880@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Nunn

ROSENBERG Corey * ODE

From: Linda McBride <Linda.McBride.666763691@foradvocacy.com>
Sent: Wednesday, October 18, 2023 6:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.mcbride.666763691@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda McBride

ROSENBERG Corey * ODE

From: Linda Yerbick <Linda.Yerbick.666406688@p2a.co>
Sent: Wednesday, October 18, 2023 6:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.yerbick.666406688@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Yerbick

ROSENBERG Corey * ODE

From: C Scott Davis <CScott.Davis.666763295@advocatefor.me>
Sent: Wednesday, October 18, 2023 6:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cscott.davis.666763295@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
C Scott Davis

ROSENBERG Corey * ODE

From: Wayne Thackery <Wayne.Thackery.666767336@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wayne.thackery.666767336@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wayne Thackery

ROSENBERG Corey * ODE

From: Krystal Ingram-Atkins <Krystal.IngramAtkins.666767282@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from krystal.ingramatkins.666767282@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Krystal Ingram-Atkins

ROSENBERG Corey * ODE

From: Joe Marshall <Joe.Marshall.666767219@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joe.marshall.666767219@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joe Marshall

ROSENBERG Corey * ODE

From: Timothy Baker <Timothy.Baker.666767101@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from timothy.baker.666767101@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Timothy Baker

ROSENBERG Corey * ODE

From: Glaphre Braswell <Glaphre.Braswell.666766742@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from glaphre.braswell.666766742@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Glaphre Braswell

ROSENBERG Corey * ODE

From: Melvin Wheaton <Melvin.Wheaton.666766012@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melvin.wheaton.666766012@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melvin Wheaton

ROSENBERG Corey * ODE

From: Pat Davis <Pat.Davis.666765950@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pat.davis.666765950@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pat Davis

ROSENBERG Corey * ODE

From: Robert McNitt <Robert.McNitt.666765725@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 6:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.mcnitt.666765725@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert McNitt

ROSENBERG Corey * ODE

From: Samantha Hansen <Samantha.Hansen.666765716@foradvocacy.com>
Sent: Wednesday, October 18, 2023 6:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from samantha.hansen.666765716@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Samantha Hansen

ROSENBERG Corey * ODE

From: Susan K I ng <Susan.KIng.666765527@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.king.666765527@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan K I ng

ROSENBERG Corey * ODE

From: Christine McClure <Christine.McClure.666768966@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christine.mcclure.666768966@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christine McClure

ROSENBERG Corey * ODE

From: William Bonillas <William.Bonillas.666768623@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.bonillas.666768623@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Bonillas

ROSENBERG Corey * ODE

From: Jeff Kapple <Jeff.Kapple.666768452@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.kapple.666768452@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Kapple

ROSENBERG Corey * ODE

From: Jeff Wimer <Jeff.Wimer.666768434@advocacymessages.com>
Sent: Wednesday, October 18, 2023 6:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.wimer.666768434@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Wimer

ROSENBERG Corey * ODE

From: Martin Stockdale <Martin.Stockdale.666768380@foradvocacy.com>
Sent: Wednesday, October 18, 2023 6:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from martin.stockdale.666768380@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martin Stockdale

ROSENBERG Corey * ODE

From: Angie Byrd <Angie.Byrd.666768209@foradvocacy.com>
Sent: Wednesday, October 18, 2023 6:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from angie.byrd.666768209@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Angie Byrd

ROSENBERG Corey * ODE

From: Kristen Shields <Kristen.Shields.666768227@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristen.shields.666768227@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristen Shields

ROSENBERG Corey * ODE

From: Diana Hunnicutt <Diana.Hunnicutt.666768092@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from diana.hunnicutt.666768092@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Diana Hunnicutt

ROSENBERG Corey * ODE

From: Nancy Granata <Nancy.Granata.666409829@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.granata.666409829@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Granata

ROSENBERG Corey * ODE

From: Krystal Ingram-Atkins <Krystal.IngramAtkins.666767282@advocatefor.me>
Sent: Wednesday, October 18, 2023 6:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from krystal.ingramatkins.666767282@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Krystal Ingram-Atkins

ROSENBERG Corey * ODE

From: Coral Rose Shipley <CoralRose.Shipley.666403177@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from coralrose.shipley.666403177@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Coral Rose Shipley

ROSENBERG Corey * ODE

From: Christine McClure <Christine.McClure.666768966@forgrassroots.com>
Sent: Wednesday, October 18, 2023 6:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christine.mcclure.666768966@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christine McClure

ROSENBERG Corey * ODE

From: Nicholas Atanasov <Nicholas.Atanasov.666770521@advocatefor.me>
Sent: Wednesday, October 18, 2023 6:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nicholas.atanasov.666770521@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nicholas Atanasov

ROSENBERG Corey * ODE

From: James Taylor <James.Taylor.666770486@advocatefor.me>
Sent: Wednesday, October 18, 2023 6:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.taylor.666770486@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Taylor

ROSENBERG Corey * ODE

From: Gwyndol Benke <Gwyndol.Benke.666770134@p2a.co>
Sent: Wednesday, October 18, 2023 6:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gwyndol.benke.666770134@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gwyndol Benke

ROSENBERG Corey * ODE

From: Martha Bragg <Martha.Bragg.666770107@grsdelivery.com>
Sent: Wednesday, October 18, 2023 6:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from martha.bragg.666770107@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martha Bragg

ROSENBERG Corey * ODE

From: Katie Hull <Katie.Hull.666770062@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from katie.hull.666770062@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Katie Hull

ROSENBERG Corey * ODE

From: Rosemary Didear <Rosemary.Didear.666769802@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rosemary.didear.666769802@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rosemary Didear

ROSENBERG Corey * ODE

From: Becky Thompson Jones <Becky.ThompsonJones.666769361@advocatefor.me>
Sent: Wednesday, October 18, 2023 6:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from becky.thompsonjones.666769361@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Becky Thompson Jones

ROSENBERG Corey * ODE

From: Louis Bowers <Louis.Bowers.666769055@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 6:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from louis.bowers.666769055@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Louis Bowers

ROSENBERG Corey * ODE

From: Barbara Erickson <Barbara.Erickson.666773546@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barbara.erickson.666773546@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barbara Erickson

ROSENBERG Corey * ODE

From: Kundai Gumbo <Kundai.Gumbo.666773429@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kundai.gumbo.666773429@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kundai Gumbo

ROSENBERG Corey * ODE

From: Leon Brillon <Leon.Brillon.666773014@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leon.brillon.666773014@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Leon Brillon

ROSENBERG Corey * ODE

From: Rosa Contreras <Rosa.Contreras.666772628@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rosa.contreras.666772628@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rosa Contreras

ROSENBERG Corey * ODE

From: Steven Dietrich <Steven.Dietrich.666772330@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.dietrich.666772330@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steven Dietrich

ROSENBERG Corey * ODE

From: Carol Alery <Carol.Alery.666772321@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.alery.666772321@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carol Alery

ROSENBERG Corey * ODE

From: Carolyn Spaulding <Carolyn.Spaulding.666772196@advocacymessages.com>
Sent: Wednesday, October 18, 2023 7:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.spaulding.666772196@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Spaulding

ROSENBERG Corey * ODE

From: Yvonne McVay <Yvonne.McVay.666772033@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from yvonne.mcvay.666772033@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Yvonne McVay

ROSENBERG Corey * ODE

From: LaVay Jeffries <LaVay.Jeffries.666771593@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lavay.jeffries.666771593@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LaVay Jeffries

ROSENBERG Corey * ODE

From: Lee Richey <Lee.Richey.666771160@p2a.co>
Sent: Wednesday, October 18, 2023 7:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lee.richey.666771160@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Lowering the bar does not make for better performance. Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I demand the Board permanently table the proposal to suspend these critical graduation standards and hold our students accountable for learning.

Regards,
Lee Richey

ROSENBERG Corey * ODE

From: Maurice Yoder <Maurice.Yoder.666774725@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 7:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from maurice.yoder.666774725@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Maurice Yoder

ROSENBERG Corey * ODE

From: Charles Richmond <Charles.Richmond.666774455@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 7:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from charles.richmond.666774455@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Charles Richmond

ROSENBERG Corey * ODE

From: Rich Pimm <Rich.Pimm.666774419@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rich.pimm.666774419@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rich Pimm

ROSENBERG Corey * ODE

From: Judi Howe <Judi.Howe.666774310@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judi.howe.666774310@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judi Howe

ROSENBERG Corey * ODE

From: Katherine Durkee <Katherine.Durkee.666774293@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from katherine.durkee.666774293@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Katherine Durkee

ROSENBERG Corey * ODE

From: Lynell and Jeff Staten <LynellandJeff.Staten.666774103@advocacymessages.com>
Sent: Wednesday, October 18, 2023 7:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lynellandjeff.staten.666774103@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lynell and Jeff Staten

ROSENBERG Corey * ODE

From: Melissa Cole <Melissa.Cole.666774004@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 7:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melissa.cole.666774004@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melissa Cole

ROSENBERG Corey * ODE

From: Andrew J McCann <AndrewJ.McCann.666773951@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrewj.mccann.666773951@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrew J McCann

ROSENBERG Corey * ODE

From: margo schiewe <margo.schiewe.666773753@p2a.co>
Sent: Wednesday, October 18, 2023 7:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margo.schiewe.666773753@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
margo schiewe

ROSENBERG Corey * ODE

From: Jen Grant <Jen.Grant.666773771@p2a.co>
Sent: Wednesday, October 18, 2023 7:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jen.grant.666773771@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jen Grant

ROSENBERG Corey * ODE

From: Theodore Kistner <Theodore.Kistner.666776057@advocacymessages.com>
Sent: Wednesday, October 18, 2023 7:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from theodore.kistner.666776057@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Theodore Kistner

ROSENBERG Corey * ODE

From: Valerie Posey <Valerie.Posey.666775869@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from valerie.posey.666775869@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Valerie Posey

ROSENBERG Corey * ODE

From: Daniel Stuart <Daniel.Stuart.666775661@advocacymessages.com>
Sent: Wednesday, October 18, 2023 7:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from daniel.stuart.666775661@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Daniel Stuart

ROSENBERG Corey * ODE

From: David Schnacky <David.Schnacky.666775454@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 7:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.schnacky.666775454@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Schnacky

ROSENBERG Corey * ODE

From: April Veit <April.Veit.666775300@advocacymessages.com>
Sent: Wednesday, October 18, 2023 7:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from april.veit.666775300@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
April Veit

ROSENBERG Corey * ODE

From: Jim Parker <Jim.Parker.666775201@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 7:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.parker.666775201@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Parker

ROSENBERG Corey * ODE

From: David Richey <David.Richey.666775030@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.richey.666775030@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Richey

ROSENBERG Corey * ODE

From: Ryan Raven <Ryan.Raven.666775012@foradvocacy.com>
Sent: Wednesday, October 18, 2023 7:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ryan.raven.666775012@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ryan Raven

ROSENBERG Corey * ODE

From: Sarah Steen <Sarah.Steen.666774860@grsdelivery.com>
Sent: Wednesday, October 18, 2023 7:35 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sarah.steen.666774860@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sarah Steen

ROSENBERG Corey * ODE

From: Brandon Schaumann <Brandon.Schaumann.666774743@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brandon.schaumann.666774743@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brandon Schaumann

ROSENBERG Corey * ODE

From: Bradd Jones <Bradd.Jones.666778127@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bradd.jones.666778127@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bradd Jones

ROSENBERG Corey * ODE

From: Kathy Clanton <Kathy.Clanton.666777830@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.clanton.666777830@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Clanton

ROSENBERG Corey * ODE

From: Justin Eubanks <Justin.Eubanks.666777786@p2a.co>
Sent: Wednesday, October 18, 2023 8:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from justin.eubanks.666777786@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Justin Eubanks

ROSENBERG Corey * ODE

From: Bruce Branson <Bruce.Branson.666777687@p2a.co>
Sent: Wednesday, October 18, 2023 8:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bruce.branson.666777687@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bruce Branson

ROSENBERG Corey * ODE

From: Patricia Comrie <Patricia.Comrie.666777533@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.comrie.666777533@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Comrie

ROSENBERG Corey * ODE

From: Sar Voss <Sar.Voss.666777443@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sar.voss.666777443@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sar Voss

ROSENBERG Corey * ODE

From: Herman Fleishman <Herman.Fleishman.666777092@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from herman.fleishman.666777092@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Herman Fleishman

ROSENBERG Corey * ODE

From: Mark Jones <Mark.Jones.666399236@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.jones.666399236@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Jones

ROSENBERG Corey * ODE

From: Kim Emmert <Kim.Emmert.666777001@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.emmert.666777001@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Emmert

ROSENBERG Corey * ODE

From: Bryna Gibson <Bryna.Gibson.666776769@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bryna.gibson.666776769@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bryna Gibson

ROSENBERG Corey * ODE

From: Jeffrey Ebnother <Jeffrey.Ebnother.666779801@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 8:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeffrey.ebnother.666779801@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeffrey Ebnother

ROSENBERG Corey * ODE

From: Kimberly Hutchinson <Kimberly.Hutchinson.666779711@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kimberly.hutchinson.666779711@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kimberly Hutchinson

ROSENBERG Corey * ODE

From: Suzanne Kalanquin <Suzanne.Kalanquin.666779694@p2a.co>
Sent: Wednesday, October 18, 2023 8:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from suzanne.kalanquin.666779694@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Suzanne Kalanquin

ROSENBERG Corey * ODE

From: Lisa D <Lisa.D.666779676@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.d.666779676@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa D

ROSENBERG Corey * ODE

From: Angie Millard <Angie.Millard.666779612@foradvocacy.com>
Sent: Wednesday, October 18, 2023 8:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from angie.millard.666779612@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Angie Millard

ROSENBERG Corey * ODE

From: Pippa Richardson <Pippa.Richardson.666779603@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pippa.richardson.666779603@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pippa Richardson

ROSENBERG Corey * ODE

From: Frances Van Hess <Frances.VanHess.666779252@yourconstituent.com>
Sent: Wednesday, October 18, 2023 8:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from frances.vanhess.666779252@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Frances Van Hess

ROSENBERG Corey * ODE

From: Gary Davidson <Gary.Davidson.666779027@p2a.co>
Sent: Wednesday, October 18, 2023 8:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.davidson.666779027@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Davidson

ROSENBERG Corey * ODE

From: Roberta Spangler <Roberta.Spangler.666778901@forgrassroots.com>
Sent: Wednesday, October 18, 2023 8:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roberta.spangler.666778901@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roberta Spangler

ROSENBERG Corey * ODE

From: Mike Crounse <Mike.Crounse.666417857@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.crounse.666417857@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Crounse

ROSENBERG Corey * ODE

From: Eugenia Hull <Eugenia.Hull.666781493@forgrassroots.com>
Sent: Wednesday, October 18, 2023 9:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from eugenia.hull.666781493@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Eugenia Hull

ROSENBERG Corey * ODE

From: Paul Blattner <Paul.Blattner.666781367@forgrassroots.com>
Sent: Wednesday, October 18, 2023 9:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from paul.blattner.666781367@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Paul Blattner

ROSENBERG Corey * ODE

From: Danielle Bethell <Danielle.Bethell.666780566@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from danielle.bethell.666780566@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Danielle Bethell

ROSENBERG Corey * ODE

From: Marlene Lulay <Marlene.Lulay.666780557@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marlene.lulay.666780557@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marlene Lulay

ROSENBERG Corey * ODE

From: Nels Norquist <Nels.Norquist.666780467@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:57 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nels.norquist.666780467@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nels Norquist

ROSENBERG Corey * ODE

From: Melissa Juhl <Melissa.Juhl.666780331@foradvocacy.com>
Sent: Wednesday, October 18, 2023 8:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melissa.juhl.666780331@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melissa Juhl

ROSENBERG Corey * ODE

From: Jeanie Snyder <Jeanie.Snyder.666780016@grsdelivery.com>
Sent: Wednesday, October 18, 2023 8:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeanie.snyder.666780016@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeanie Snyder

ROSENBERG Corey * ODE

From: Lucien Gunderman <Lucien.Gunderman.666780043@foradvocacy.com>
Sent: Wednesday, October 18, 2023 8:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lucien.gunderman.666780043@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lucien Gunderman

ROSENBERG Corey * ODE

From: Dianne Klecker <Dianne.Klecker.666779964@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 8:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dianne.klecker.666779964@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dianne Klecker

ROSENBERG Corey * ODE

From: BERNARD OFFLEY <BERNARD.OFFLEY.666779900@p2a.co>
Sent: Wednesday, October 18, 2023 8:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bernard.offley.666779900@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
BERNARD OFFLEY

ROSENBERG Corey * ODE

From: Celia Whittaker <Celia.Whittaker.666782582@advocacymessages.com>
Sent: Wednesday, October 18, 2023 9:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from celia.whittaker.666782582@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Celia Whittaker

ROSENBERG Corey * ODE

From: Tina Bottensek <Tina.Bottensek.666782528@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 9:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tina.bottensek.666782528@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tina Bottensek

ROSENBERG Corey * ODE

From: Ricky Phelan <Ricky.Phelan.666782429@advocacymessages.com>
Sent: Wednesday, October 18, 2023 9:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ricky.phelan.666782429@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ricky Phelan

ROSENBERG Corey * ODE

From: Nancy Hursh <Nancy.Hursh.666782375@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 9:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.hursh.666782375@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Hursh

ROSENBERG Corey * ODE

From: John C Nyberg <JohnC.Nyberg.666782357@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 9:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from johnc.nyberg.666782357@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John C Nyberg

ROSENBERG Corey * ODE

From: Kristine Kennedy <Kristine.Kennedy.666782267@forgrassroots.com>
Sent: Wednesday, October 18, 2023 9:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristine.kennedy.666782267@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristine Kennedy

ROSENBERG Corey * ODE

From: Lee Marshall <Lee.Marshall.666782168@foradvocacy.com>
Sent: Wednesday, October 18, 2023 9:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lee.marshall.666782168@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lee Marshall

ROSENBERG Corey * ODE

From: Susan Thomason <Susan.Thomason.666782159@p2a.co>
Sent: Wednesday, October 18, 2023 9:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.thomason.666782159@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Thomason

ROSENBERG Corey * ODE

From: Becke Ramos <Becke.Ramos.666782023@forgrassroots.com>
Sent: Wednesday, October 18, 2023 9:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from becke.ramos.666782023@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Becke Ramos

ROSENBERG Corey * ODE

From: Craig Hubler <Craig.Hubler.666781754@yourconstituent.com>
Sent: Wednesday, October 18, 2023 9:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from craig.hubler.666781754@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Craig Hubler

ROSENBERG Corey * ODE

From: Sherry Rosenfeld <Sherry.Rosenfeld.666783789@advocacymessages.com>
Sent: Wednesday, October 18, 2023 9:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sherry.rosenfeld.666783789@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sherry Rosenfeld

ROSENBERG Corey * ODE

From: Martha Kundert <Martha.Kundert.666783725@foradvocacy.com>
Sent: Wednesday, October 18, 2023 9:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from martha.kundert.666783725@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martha Kundert

ROSENBERG Corey * ODE

From: Bill Drewien <Bill.Drewien.666783347@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 9:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bill.drewien.666783347@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bill Drewien

ROSENBERG Corey * ODE

From: Elizabeth Phelan <Elizabeth.Phelan.666783310@foradvocacy.com>
Sent: Wednesday, October 18, 2023 9:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elizabeth.phelan.666783310@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Elizabeth Phelan

ROSENBERG Corey * ODE

From: Jim Reynolds <Jim.Reynolds.666783211@advocatefor.me>
Sent: Wednesday, October 18, 2023 9:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.reynolds.666783211@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Reynolds

ROSENBERG Corey * ODE

From: Hal Smith <Hal.Smith.666783194@advocatefor.me>
Sent: Wednesday, October 18, 2023 9:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from hal.smith.666783194@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Hal Smith

ROSENBERG Corey * ODE

From: Sunni Denoux <Sunni.Denoux.666783013@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 9:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sunni.denoux.666783013@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sunni Denoux

ROSENBERG Corey * ODE

From: Melisa Biencourt <Melisa.Biencourt.666783004@advocatefor.me>
Sent: Wednesday, October 18, 2023 9:31 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melisa.biencourt.666783004@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melisa Biencourt

ROSENBERG Corey * ODE

From: Aireanna Simmons <Aireanna.Simmons.666782933@advocatefor.me>
Sent: Wednesday, October 18, 2023 9:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from aireanna.simmons.666782933@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Aireanna Simmons

ROSENBERG Corey * ODE

From: Barbara Palmer <Barbara.Palmer.666782717@foradvocacy.com>
Sent: Wednesday, October 18, 2023 9:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from barbara.palmer.666782717@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Barbara Palmer

ROSENBERG Corey * ODE

From: Renée Carlson <Rene.Carlson.666786092@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 10:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rene.carlson.666786092@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Renée Carlson

ROSENBERG Corey * ODE

From: Valerie Richey <Valerie.Richey.666785769@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 10:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from valerie.richey.666785769@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Valerie Richey

ROSENBERG Corey * ODE

From: Deidre Dodson <Deidre.Dodson.666785633@yourconstituent.com>
Sent: Wednesday, October 18, 2023 10:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from deidre.dodson.666785633@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Deidre Dodson

ROSENBERG Corey * ODE

From: Arthur Fillis <Arthur.Fillis.666785507@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from arthur.fillis.666785507@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Arthur Fillis

ROSENBERG Corey * ODE

From: Sharon Cox <Sharon.Cox.666785282@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sharon.cox.666785282@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Cox

ROSENBERG Corey * ODE

From: Debbie Myers <Debbie.Myers.666785147@foradvocacy.com>
Sent: Wednesday, October 18, 2023 10:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from debbie.myers.666785147@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Debbie Myers

ROSENBERG Corey * ODE

From: Mark Bletscher <Mark.Bletscher.666600826@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mark.bletscher.666600826@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mark Bletscher

ROSENBERG Corey * ODE

From: Robert MacArthur <Robert.MacArthur.666784878@forgrassroots.com>
Sent: Wednesday, October 18, 2023 9:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.macarthur.666784878@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert MacArthur

ROSENBERG Corey * ODE

From: Elke Theis-Beam <Elke.TheisBeam.666784021@p2a.co>
Sent: Wednesday, October 18, 2023 9:47 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elke.theisbeam.666784021@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Elke Theis-Beam

ROSENBERG Corey * ODE

From: Jessy Lee <Jessy.Lee.666783978@yourconstituent.com>
Sent: Wednesday, October 18, 2023 9:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jessy.lee.666783978@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jessy Lee

ROSENBERG Corey * ODE

From: Martin von Haartman <Martin.vonHaartman.666785804@foradvocacy.com>
Sent: Wednesday, October 18, 2023 10:21 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from martin.vonhaartman.666785804@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

As a father of a middle school student I'm deeply concerned that the Board of Education is considering such as disastrous policy.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Martin von Haartman

Oregon Diploma—Questions & Answers
June 2011

This document answers commonly asked questions about the Oregon Diploma, organized by the following topics:

General Information
Credit Requirements
Essential Skills
Personalized Learning
Credit for Proficiency
Standards and Assessment
Modified Diploma

General Information

In January 2007, the State Board of Education adopted the policy to change Oregon's graduation requirements. The new **Oregon Diploma** is designed to better prepare each student for success in college, work, and citizenship. To earn an Oregon Diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in essential skills, and meet the personalized learning requirements. Students will also have the option to earn credit for demonstrating proficiency.

1. How have the high school graduation requirements changed?

The following changes have been made to the high school graduation requirements:

- **Number of credits**: The minimum number of credits needed to graduate was raised from 22 credits to 24 credits.
- **English**: The number of English credits was raised from 3 credits to 4.
- **Math**: The number of math credits required was raised from 2 credits to 3 beginning with students who were first enrolled in Grade 9 in 2010-11 (anticipated graduation in 2014). These 3 credits must be at the Algebra I and above content level.
- **Science**: The number of science credits was raised from 2 credits to 3 and must be inquiry-based with lab experiences.
- **The Arts / Career & Technical Education/ Second Languages**: The number of credits was raised from 1 credit to 3 (any one or combination of subjects).
- **Electives**: The number of electives was reduced from 9 credits to 6 (although the requirement above provides increased focused electives).
- **Credit for Proficiency**: Students have the option to earn credit based on demonstrated proficiency.
- **Essential Skills**: Specific Essential Skills graduation requirements are based on the year the student first enrolled in Grade 9, as shown below:
    - **Enrolled in Grade 9 in 2008-09**: Read and comprehend a variety of text
    - **Enrolled in Grade 9 in 2009-10**: Read and comprehend a variety of text and Write clearly and accurately

- **Enrolled in Grade 9 in 2010-11 and beyond**: Read and comprehend a variety of text; Write clearly and accurately; and Apply mathematics in a variety of settings

2. What is the timeline for implementation of these new requirements?

Oregon administrative rules (OARs) for the Oregon Diploma were adopted in June 2008. The requirements are being phased-in through 2014 to allow students, families, schools and teachers to adequately prepare to meet these new requirements. View the implementation timelines http://www.ode.state.or.us/search/page/?id=1684

3. **Why is Oregon making changes to the diploma now?**

The world is changing rapidly and advances in technology and communications are transforming the way we live and work in Oregon. These changes are creating a demand for higher-levels of skills than ever before. To compete successfully in today's global economy, all students must acquire the knowledge and skills they will need to be successful in college and the workplace. The new diploma requirements are designed to better prepare each student for success in college, work, and citizenship.

4. **Is Oregon the only state making these kinds of changes?**

Oregon has joined with 35 other states in the American Diploma Project Network (ADP) —a coalition of states committed to making sure that all high school graduates are prepared for college and careers. To find out more about ADP visit http://www.achieve.org/node/604

5. Will all students benefit from a more rigorous diploma?

As states and districts upgrade their standards to better prepare graduates for college and careers, some worry that not all students will benefit. How can we raise graduation requirements, they ask, when so many teenagers already fail their classes and score poorly on statewide assessments? Can low-income and low-achieving students ever meet these expectations?

A convincing body of research and experience proves that these concerns are profoundly misplaced. In fact, requiring more challenging courses for all students — even those who are getting poor grades in lower-level classes — helps them learn more. See the fact sheet for more.

6. Not all students will go to college. Is this really necessary for all students?

Today, there is little difference between the skills students need to enter college and those needed for the workplace. All graduates seeking to compete in today's workplace are going to need to ramp up their skills, whether or not they go to college. Read more.

7. If we raise standards, won't students become more disengaged? Will changes result in higher dropout rates?

Parents and teachers are sometimes concerned that students will not have the motivation to

succeed at more challenging courses. However, many students want more challenging courses. Motivation also improves when students are shown the link between the courses that they take now and the skills they need to be successful later on. Read more .

Research shows that when students are supported and challenged, they rise to the occasion. Read more. A high school diploma that does not prepare a young adult to meet the challenges of college, the workplace and life after high school is of little value; we must ensure that all graduates receive a diploma that counts. For more information on dropout prevention, visit http://www.achieve.org/files/APAandAchieve-DiplomasthatCount2008.pdf

8. What is a modified diploma?

A modified diploma is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a regular high school diploma, even with reasonable accommodations.

To be eligible for a modified diploma, a student must have:

- a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, **or**
- a documented history of a medical condition that creates a barrier to achievement.

Please view the Oregon Modified Diploma FAQ for information on the modified diploma http://www.ode.state.or.us/search/page/?id=2047

Credit Requirements

1. What does it mean that all math credits have to be at the Algebra 1 content level and above?

"Algebra 1 and above" refers to any content found within the High School Mathematics Academic Content Standards adopted by the State Board of Education in 2009. http://www.ode.state.or.us/teachlearn/subjects/mathematics/2009adoptedhighschoolmathstandards.pdf

Content standards in high school are divided into three subject areas of algebra, geometry, and statistics. Students can meet this requirement through traditional math courses or in courses that teach content in an applied setting. Such settings could include contexts such as Career and Technical Education (CTE) and/or science courses. ODE has provided some guidance on applied math credits which address common issues surrounding awarding applied credits in mathematics. Please refer to the applied academic credit documents for more information. http://www.ode.state.or.us/teachlearn/certificates/diploma/appliedacademiccredit.pdf

2. Does curriculum sequence have to be Algebra I, Geometry, and Algebra 2?

ODE does not prescribe any specific order or course sequence by which the standards are taught.

3. Can students receive credit for algebra before they enter high school?

Yes, if the courses taken prior to grade 9 are aligned with the content in the high school mathematics standards and the performance criteria are equivalent to the performance criteria for students taking the same high school course.

4. Do all students need challenging math in high school?

Studies show that students taking challenging mathematics are more likely to succeed in college and the workplace. As our world and work get more linked to technology, math and the problem solving skills gained in math classes, are becoming increasingly important for all students. Math is essential not just for two and four year colleges but for many of today's well-paying jobs. Read more.

5. What are the new diploma requirements for science and when to they go into effect?

Beginning with students who were first enrolled in Grade 9 in the 2008-09 school year, science credits increase from 2 to 3 credits; all must be "inquiry-based" and at least 2 credits must include laboratory experiences. Applied and integrated courses aligned to the science content standards may meet this requirement. Laboratory experiences may be met through field-based experiences.

6a. What are "inquiry-based" courses?

Science courses that are "inquiry-based" provide students the opportunity to apply scientific reasoning and critical thinking to support conclusions or explanations with evidence from their investigations. For

more information on "inquiry-based" science in Oregon, please visit the Oregon Department of Education science web page at:
http://www.ode.state.or.us/news/announcements/announcement.aspx?=2277

6b. What is meant by "laboratory experiences"?

Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science (National Research Council of the National Academies, 2005). Laboratory experiences may be field-based experiences rather than traditional laboratory settings.

7. How may students meet the 3 credits in the Arts, Career and Technical Education (CTE), and/or Second Languages?

Students may meet these credits in any one subject area or through a combination thereof. For example, a student may choose to meet all three credits in the Arts or CTE; or they make choose 2 credits in CTE and one in the Arts or a Second Language. The subject area(s) chosen should be determined by the students' Education Plan and Profile and post-high school goals.

8. Is a Second Language required for high school graduation?

No, the state does not require a Second Language for graduation. Students have the option of earning credit in a Second Language through the 3 credits in the Arts, CTE, and/or Second Language requirement. Students should be advised to consider the college entrance requirements that may apply as they develop their Education Plans. Some districts do require Second Language as a local graduation requirement.

9. Does the CTE credit have to be met through an approved CTE Program of Study?

No, the CTE credit does not have to be met through an approved CTE Program of Study. The following guidance should be used when determining whether individual courses should be considered as CTE courses for the purpose of graduation:

- The course content should be based on standards. The Oregon Skill Sets (http://www.ode.state.or.us/search/results/?id=271) provides standards for a wide range of technical content.

- The course should include instruction in technical content as well as exposure to careers related to the technical content.

10. What does "credit for proficiency "mean?

The State Board of Education approved the policy "Districts may award credit based on proficiency" sometimes referred to as "Credit for Proficiency." This provides students the opportunity to earn graduation credits within Oregon's standards-based system by demonstrating what they know and can

do. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means. More detailed information on credit for proficiency can be found at http://www.ode.state.or.us/search/results/?id=35

Essential Skills

1. What are the Essential Skills?

The Essential Skills are critical 21st century skills needed for success in college, the workplace, and civic life. They are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

The Essential Skills are:

- Read and comprehend a variety of text
- Write clearly and accurately
- Apply mathematics in a variety of settings
- Listen actively and speak clearly and coherently
- Think critically and analytically
- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy
- Demonstrate personal management and teamwork skills

A description of each Essential Skill is found at
http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf

2. When will proficiency in the Essential Skills be required for graduation?

Specific Essential Skills graduation requirements are based on the year the student first enrolled in Grade 9, as shown below:

- **Enrolled in Grade 9 in 2008-09**: Read and comprehend a variety of text
- **Enrolled in Grade 9 in 2009-10**: Read and comprehend a variety of text and Write clearly and accurately
- **Enrolled in Grade 9 in 2010-11 and beyond**: Read and comprehend a variety of text; Write clearly and accurately; and Apply mathematics in a variety of settings

The remaining Essential Skills will be phased-in over subsequent years, timeline to be determined. Though proficiency is not yet required for graduation, these skills are currently embedded in the content standards and should continue to be taught and assessed.

3. How will the Essential Skills be assessed?

Students have multiple options and opportunities to demonstrate their proficiency in the Essential Skills. There are three assessment options approved by the State Board of Education:

- Oregon Assessment of Knowledge and Skills (OAKS)
- Approved standardized assessments: SAT, PSAT, ACT, PLAN, Work Keys, Compass, ASSET
- Local performance assessment: work samples using official state scoring guides

Currently work samples/official scoring guides are the only approved local performance assessment option. The state will adopt criteria to guide districts' selection of other local performance assessments for determining students' proficiency in the Essential Skills. The criteria are expected to be available in the 2010-11 school year.
For technical guidance on assessment of the Essential Skills, please view the Test Administration Manual, Appendix L: http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_l.pdf and the Appendix N: http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_n.pdf

For more information on assessment, please view the Assessment of the Essential Skills FAQ http://www.ode.state.or.us/apps/faqs/index.aspx?=151.

4. How are the Essential Skills and Career-Related Learning Standards (CRLS) related?

In 2002, the career-related learning standards (CRLS) were adopted as a requirement for graduation in 2007. Like the Essential Skills, the CRLS are foundational skills that prepare students for post high school success. They are applied across the curriculum and in a variety of settings. Proficiency levels and assessments for the CRLS, however, are determined locally. The Essential Skills Task Force recommended merging the Essential Skills and CRLS into one set of skills. For more information on the task force's recommendation please view the document titled Essential Skills - CRLS Merger.

5. What are the Essential Skill requirements for students receiving a Modified Diploma?

Please view the link to the Modified Diploma and the Essential Skills – FAQ
http://www.ode.state.or.us/gradelevel/hs/transition/moddipessskillsfaq.pdf

Personalized Learning

1. What are the personalized learning requirements?

The State Board of Education is committed to preparing each student for successful transitions to his or her next steps. Personalized learning, learning beyond the classroom and connections to the adult world are critical for preparing each student, whatever path they take after graduation, for the vast challenges and opportunities of the 21st century.

The following requirements personalize the diploma for each student and help students plan for their post-high school education and career goals:

- **Education Plan and Profile**
  Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences**
  Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application**
  Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
- ***Career-Related Learning Standards**
  Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations and career development.
  (*CRLS will merge with the Essential Skills beginning in 2012)

Implementation resources for personalized learning can be found on the website
http://www.ode.state.or.us/search/page/?id=1669

2. What are districts required to do to implement the personalized learning requirements?

School districts determine how student completion of this requirement is demonstrated and documented. OAR 581-022-1130 identifies the common expectations for each component, but districts have local flexibility on how they are implemented.

3. How can schools personalize learning for students?

Extending the learning into the community is key to making learning meaningful and relevant to students' personal, academic, and career interests and goals. Conducting an "asset mapping" exercise may help you identify all the potential resources in your community. This exercise can be very effective in finding resources in small and rural communities.
http://www.ode.state.or.us/teachlearn/certificates/diploma/community-asset-mapping.pdf

Business and community partnerships can play a critical role in supporting the implementation of the Oregon Diploma and personalized learning. See the Business & Community Toolkit for suggested activities and resources http://www.ode.state.or.us/search/page/?id=2424

4. Are the Career-Related Learning Standards still a part of the diploma requirements?

In 2002, the career-related learning standards (CRLS) were adopted as a requirement for graduation in 2007. Like the Essential Skills (ES), the CRLS are foundational skills that prepare students for post high school success. They are applied across the curriculum and in a variety of settings. Proficiency levels and assessments for the CRLS, however, are determined locally. The Essential Skills Task Force recommended merging the Essential Skills and CRLS into one set of skills. The CRLS will merge with the Essential Skills beginning in 2012. For more information on the task force's recommendation, please view the document titled Essential Skills - CRLS Merger.

Credit for Proficiency

1. What does credit for proficiency mean?

Credit for proficiency means that a student earns credit toward a diploma or modified diploma based on successful demonstration of knowledge and skills that meet or exceed defined levels of performance.

More detailed definition:
Units or part units of required and elective graduation credit awarded to students who demonstrate knowledge and skill standards* that meet or exceed state, local, national or internationally defined levels of performance through sufficient and appropriate assessment evidence. **

*e.g., state content standards and essential skills, locally identified, industry-based or other national or international standards
** quantity and quality of student work which demonstrates what students know and are able to do (e.g., tests, work samples, projects, daily assignments, etc.)

2. How can students earn credit for proficiency?

In April, 2009, the State Board of Education adopted a revised version of the Credit Options OAR (581-022-1131) that now requires districts to identify in local policy which options are available to their students. The following is a summary of the options available to students provided in the new rule:

Students may earn credit by:

1) Successfully completing classroom or equivalent work meeting the Oregon Common Curriculum Goals and academic content standards (OAR 581-022-1210) in a course of at least 130 clock hours.
2) Demonstrating defined levels of proficiency or mastery of recognized standards through:
   - **a.** Classroom or equivalent work in-class or out-of-class where hours of instruction may vary;
   - **b.** Appropriate exam designed to measure proficiency or mastery of identified standards;
   - **c.** A collection of work or other assessment evidence;
   - **d.** Documentation of prior learning activities or experiences .
3) Successfully completing any combination of the above options.

3. How is proficiency-based credit related to Applied Academic Credit in Career and Technical Education (CTE)?

In a decision paper published in 2007 the State Board endorsed the concept of meeting math requirements through courses such as Integrated Math, Applied Math, Construction Math, and Business Math as long as they meet the content threshold of Algebra 1 and higher. Similar flexibility is encouraged in courses offered for science credit.

Career and technical education (CTE), integrated academic course sequences, and project based learning are delivery models in which students may earn credit or partial credit by successfully demonstrating

that they have met academic area content expectations. The assignment of credit should be based, in part, on student performance on an assessment or assessments that measure student achievement of identified knowledge and skills. These integrated approaches give students the opportunity to apply academic content in real-world situations to demonstrate proficiency. Students who receive credit through integrated and applied courses must complete all of the high school credit requirements at the same level of performance as required of all Oregon students.

4. How might the federal "highly qualified teacher" requirements affect the awarding of proficiency-based credit in CTE?

Proficiency-based credit involves collaboration between an academic teacher, and a CTE teacher who is delivering the instruction through applied academic content. This collaboration is necessary if the academic credit being offered in addition to the CTE credit is in a content area covered under federal highly qualified teacher rules. For example, if a teacher who is only licensed to teach agriculture is teaching a class that will provide some related biology credit, the district would need to follow the credit for proficiency guidelines in order to be compliant with highly qualified teacher requirements. For additional information consult Credit in Applied Academics.

5. Are there any examples of what Credit for Proficiency looks like?

A number of schools and districts in Oregon already have policies and practices in place around Credit for Proficiency that are generating success for students. While each program is designed to meet the unique needs of its student population, all can serve as examples for districts seeking guidance.

In the spring of 2003, seven districts began working with the Department of Education to pilot the implementation of proficiency credit options over a two year period. These districts developed planned course statements, supporting forms and documentation, district and school support structures, processes for earning credit, board policies, and community connections as part of this work. In addition to these pilot sites, several districts began working of Credit for Proficiency options independently. Representatives from Redmond HS and Scappoose presented to the State Board of Education in September, 2009. Videos of their presentations can be accessed at http://www.ode.state.or.us/search/page/?id=2973

More detailed information about how Oregon districts are implementing Credit for Proficiency can be found at http://www.ode.state.or.us/search/results/?id=35

Standards and Assessment

On October 28, 2010 the State Board of Education voted to adopt the Common Core State Standards (CCSS) in mathematics and English language Arts. Now that the focus has shifted to implementation of the standards, ODE and its partners in education in Oregon will work through transition issues and identify strategies and resources to assist school districts. For more information about the Common Core visit http://www.ode.state.or.us/go/commoncore.

NOTE: The questions and answers that follow related to "Core Standards" apply only to Oregon's current mathematics and science standards.

1. What are core standards?

Core standards are those academic content standards that state key ideas to be covered in each subject and at each grade level. Selected content standards support each core standard. Core standards do the following:

• Carefully articulate clear grade level progression in both knowledge and skills.
• Focus instruction. Teachers and students can concentrate on fewer key ideas each year, resulting in greater depth of teaching and learning.
• Organize related content standards. Mastery of the underlying content standards will imply in-depth understanding of the corresponding core standard.

The goal of a core standards structure is to create fewer standards that are more focused and coherent. Using the discipline as the guide, core standards statements are developed around the "big ideas" of a content area. Core standards also articulate learning progressions within and between grade levels and allow for more effective lesson design, focused instruction and creation of formative assessments. When students master the core standards at one grade level, they are prepared for learning the core standards at the next. They're also well on their way to earning an Oregon Diploma!

2. What then are content standards?

Content standards describe what students need to know and be able to do in order to demonstrate mastery of a particular core standard. The content standards provide the detail necessary for instruction and assessment of the key ideas identified in the core standards.

3. Why has Oregon moved to a core standards structure?

As part of the Oregon Diploma, the State Board asked the Department of Education to identify core standards for K-8 and high school in all academic subjects. The Board's decision is based on research showing greater student achievement of the content standards when teachers and students focus on a few key ideas or **core standards** at each grade level.

4. What criteria are used to determine core standards?

When determining what content should be at the core standard level, content panel members examine the subject area for the following:

• **Endurance:** Will the standard provide students with knowledge and skills that will be of value beyond a single test date?
• **Leverage:** Will the standard provide knowledge and skills that will be of value in multiple disciplines?
• **Success:** Will the standard provide students with knowledge and skills that are necessary for success in the next level of instruction or beyond school?

These criteria are based on the WestEd review of Oregon Content Standards (http://www.ode.state.or.us/teachlearn/real/standards/Standards_Review.aspx) as well as initiatives by the National Council of Teachers of Mathematics, the National Science Teachers Association and the Power Standards program, developed by the Center for Performance Assessment.

5. Who is responsible for developing standards in Oregon?

As directed in ORS 329.045, content and assessment specialists at the Department of Education work with Content and Assessment Panels specific to each subject area to develop drafts of the core standards and supporting content standards. Panel members include teachers and administrators representing all of Oregon's geographic regions, content specialties and grade levels. Members also include higher education and business and industry professionals and others, as necessary.

6. What process is used for developing standards in Oregon?

After studying current research, standards from other states, standards from national professional organizations, and recommendations from local and national experts, specialists and panel members prepare initial drafts of core standards and supporting content standards. Each draft is posted on the web for external review and public comment from educators, state professional organizations, members of the business community, students, parents, and citizens. The panel reviews input and produces subsequent drafts based on feedback from online reviews and statewide meetings.

7. What do power standards and core standards have in common?

Power standards and core standards emphasize key ideas that are of value for students over the long-term, across the curriculum, and for success in school and out of school.

8. What are the differences between power standards and core standards?

While power standards and core standards have much in common, they are developed through different processes and for different audiences and purposes. Power standards have emerged from the work of Doug Reeves and Larry Ainsworth of the Center for Performance Assessment. As part of a professional development process at the local level, individual districts develop power standards to improve instruction within their districts. Teachers study and prioritize the state standards for the purpose of providing effective instruction. According to Reeves, power standards are "those standards that once mastered, give the student the ability to use reasoning and thinking skills to learn and

understand other curriculum objectives."

Core standards and supporting content standards, on the other hand, are developed by the state to delineate clear learning progressions for each subject area that facilitate statewide teaching to standards. The State Board of Education's decision to use the core standard structure for Oregon's current mathematics and science standards was based on research applicable to the development of state-level standards. Evidence is strong that student achievement of the content standards increases when teachers and students focus on a few key ideas for each grade level that build from one grade to the next. Clear learning progressions ensure that students who master the core standards at one grade level will be ready to learn the core standards at the next. The current core standards and supporting content standards provide the foundation for statewide curriculum, instruction, and assessment (assessment in reading, writing, mathematics, and science only).

9. If my district has implemented power standards, do we need to align to state standards developed by ODE?

Yes. Districts are required to align their curriculum to the state standards. Any time the state revises the academic content standards, districts must re-align their curriculum because the revised standards provide the foundation for statewide curriculum, instruction, and assessment (assessment in reading, writing, mathematics, and science only).

10. Will my district's work with power standards be useful now that the state is switching to a core standards' structure?

Yes. Power standards' professional development provides rich context for understanding core standards. When teachers study and "unwrap" the state standards for the purpose of providing effective instruction across the content areas, they gain a deeper understanding of both the content and the structure of the state standards.

11. How do new standards affect the statewide assessment?

Any time new standards are created the statewide assessment must be realigned in order to accurately measure the new learning expectations. Before a new test can be implemented statewide, new test items must be developed and field tested. This means that Oregon's testing of adopted standards in mathematics, science, reading and writing typically begins two to three years after the adoption of each set of revised standards. Beginning in 2014-15 Oregon's language arts and mathematics assessments will be delivered through the SMARTER Balanced Assessment Consortium. Oregon and thirty two other states are developing the upcoming assessment and developing resources to help bridge the transition to the SMARTER Balanced Assessment.

12. What content will be on the statewide assessment during the transition to new standards?

Adequate time is needed to allow teachers to become familiar with the new standards and for students to have the opportunity to learn the content represented by those standards. Consequently, during the transition period students will be assessed on the current content standards.

13. What are the Common Core State Standards?

The Common Core State Standards (CCSS) are a set of shared K-12 learning expectations for students in English-language arts and mathematics. The standards are the result of a state-led effort coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO). The CCSS for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents.

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in K-12 math and English language arts. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. On October 28, 2010 the State Board of Education voted to adopt the Common Core. As of February 2011, 42 other states have also adopted the Common Core to replace their math and ELA standards. More information on what is happening in Oregon with the Common Core can be viewed at http://www.ode.state.or.us/go/commoncore .

14. How will teachers know what to teach during the transition period so students will be familiar with the new standards and, at the same time, be prepared to pass state assessments on the current academic content standards?

To assist teachers in preparing students for state assessments during the transition period, the Department of Education , with the assistance of Oregon's mathematics community, has created a cross-walk tool for each grade level showing areas of articulation between the current standards and the Common Core State Standards (CCSS). The crosswalk highlights at each grade level those topics unique to the current standards and those topics unique to the CCSS.

A second mathematics document, designed for teachers at each grade level is being developed to provide more transitional information. A crosswalk will also be developed for English language arts.

15. How soon will students be assessed on the Common Core State Standards?

It is expected that states adopting the Common Core State Standards will also implement a student assessment system aligned with the CCSS beginning in the 2014-15 school year. Along with 30 other states, Oregon is a member of the SMARTER Balanced Assessment Consortium (SBAC) which has formed to create an historic assessment system to provide more services and supports to students and teachers than are currently available. The common assessment is a natural continuation of the work already underway in Oregon and builds on our current assessment system. By partnering with other states, we will be able to leverage resources, share expertise, and design a system that will meet the needs and expectations of Oregon students and teachers.

Until a common assessment is designed, piloted, and implemented, however, ODE will continue using the Oregon Assessment of Knowledge and Skills (OAKS) to assess students in math, reading, writing, science, and social sciences.

2005 National Education Summit on High Schools

Sponsored by **Achieve, Inc.,** and **National Governors Association**
in partnership with Business Roundtable, the Education Commission of the States and the Hunt Institute

1403

Washington, D.C. | February 26–27, 2005

I. Welcome

Dear Participant,

Welcome to the **2005 National Education Summit on High Schools.** This is a historic opportunity for governors, business leaders and educators to prepare our nation's young people to not only compete but also excel in today's global marketplace. Over the next two days, we will build on the successes already achieved in past Summits as we turn our attention to restoring the luster of the high school experience and the value of the high school diploma. Shoulder to shoulder, we stand together ready and committed in our noble effort to transform America's high schools, making them a fully functioning and integral part of a more seamless and effective educational system.

For more than a century, our nation's high schools embodied America's promise: a free public education preparing conscientious students for good jobs with decent wages. Today, however, this legacy is in jeopardy because most new jobs — two-thirds during the next decade — will demand educational achievement above and beyond a high school diploma.

Unfortunately, many high schools today do not prepare students to enter college or work ready to succeed. This is particularly true in many of our large urban districts, which struggle with shortages of qualified teachers, low expectations and persistent achievement gaps. The result is a workforce that neither meets the requirements of our country's business community nor offers any hope of economic prosperity or full participation in society for its workers.

In this second National Education Summit of the new century, we take our education reform agenda to its next logical and pivotal step. It is time we systematically upgrade the high school experience and define a new place for it within an educational pipeline that begins in a preschool classroom and ends with a successful transition to adulthood. This is a matter of the highest priority for governors, corporate leaders, educators and policymakers at all levels — and one in which we have much common ground and shared experiences. In these sessions, we look forward to listening to and learning from each other, as we advance a set of action steps that will lead to real progress.

We thank each of you for taking part in this hard but rewarding work. We also thank the sponsors of the 2005 Summit, the National Governors Association and Achieve, Inc., as well as our other partners and funders. We look forward to working together to form a strategy that restores value to our nation's high schools and keeps our promise to future generations of young workers and citizens.

Thank you for your dedication to this shared cause. Now let's get to work.

Sincerely,

Mark R. Warner
Governor of Virginia
NGA Chairman
Summit Co-chair

Kerry Killinger
Chairman and Chief Executive Officer
Washington Mutual
Achieve Vice Chair
Summit Co-chair

About This Summit

In 1989, President George H.W. Bush and the nation's governors gathered at the University of Virginia in a landmark education Summit. The meeting was a pivotal step in the modern national education reform movement. For the first time in U.S. history, the president and governors agreed to establish a process for setting national education goals. In the months and years that followed, these goals helped the country establish and undergo a major state-by-state effort to restructure the American educational system.

Since that initial meeting in Charlottesville, governors, business leaders and educators have gathered three more times for National Education Summits in 1996, 1999 and 2001. These Summits have become powerful catalysts for improving educational opportunities in America. Moreover, these forums already have resulted in significant movements to bring about standards and accountability and to improve the quality of teaching and learning in our public schools. Important work that began at the state level in the 1980s has become an integral part of our current federal-state partnership.

Building and expanding on past successes, the **2005 National Education Summit on High Schools** looks toward an even bolder goal: redefining the role of the high school in America while better connecting its curriculum to the expectations of colleges and employers. For too long we have regarded the high school diploma as an end in itself. It is time we look at secondary education as part of a seamless learning system that begins in preschool or kindergarten and continues through some level of postsecondary education — technical training, an apprenticeship, an associate's or a bachelor's degree, or other postsecondary education.

A growing number of states have begun the process of strengthening this educational continuum, for example, by aligning high school and college standards; encouraging all students to take a rigorous college-preparatory curriculum; creating meaningful articulation agreements; and collecting and reporting better data on the progress and performance of high schools, as well as postsecondary institutions. This Summit will consider an action agenda that states can use to focus their efforts, continue their momentum and build broader consensus for reform.

The 2005 National Education Summit has the most focused — and action-oriented — agenda of any previous National Education Summit. It takes us to the next level in raising standards and achieving accountability. It is no longer enough to ensure that all students are proficient at each grade level. It is time for every student to graduate both proficient and prepared for the real demands of work and postsecondary learning. The 2005 Summit presents an important opportunity for governors, business leaders and educators to ensure that every American high school student graduates with the knowledge and skills he or she needs to succeed.

Sponsors

Achieve, Inc.

Created by the nation's governors and business leaders, Achieve, Inc., is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.

Achieve has helped nearly half the states benchmark their standards and tests against the best examples in the United States and abroad. Through the American Diploma Project, Achieve also has developed benchmark standards that describe the specific math and English skills high school graduates must have if they are to succeed in postsecondary education and high-performance jobs, and Achieve works with states to incorporate these expectations in state standards and assessments for high schools. Achieve serves as a significant national voice for quality in standards-based reform and regularly convenes governors, CEOs and other influential leaders to sustain support for higher standards and achievement for all of America's schoolchildren.

Achieve was founded at the 1996 National Education Summit and has sponsored subsequent Summits in 1999, 2001 and 2005.

National Governors Association

The National Governors Association (NGA) and the Center for Best Practices are the collective voice of the nation's governors and together are one of Washington, D.C.'s, most respected public policy organizations. NGA provides governors and their senior staff members with services ranging from representing states on Capitol Hill and before the administration on key federal issues to developing policy reports on innovative state programs and hosting seminars for state government executive branch officials.

In September 2004, NGA Chairman Virginia Governor Mark R. Warner launched a yearlong initiative, "Redesigning the American High School," intended to spur states to enact tangible systemwide reforms of high schools. NGA believes strongly that these reforms will allow every student to graduate better prepared for either college or a successful career.

NGA was founded in 1908, and its membership includes governors of all 50 states; the territories of American Samoa, Guam and the Virgin Islands; and the commonwealths of the Northern Mariana Islands and Puerto Rico.

Achieve Board of Directors

Governor Bob Taft, Co-chair
State of Ohio

Arthur F. Ryan, Co-chair
Chairman & CEO
Prudential Financial, Inc.

Kerry Killinger, Vice chair
Chairman & CEO
Washington Mutual

Craig R. Barrett
CEO
Intel Corporation

Governor Ernie Fletcher
Commonwealth of Kentucky

Governor Jennifer Granholm
State of Michigan

Jerry Jurgensen
CEO
Nationwide

Governor Edward G. Rendell
Commonwealth of Pennsylvania

Governor Mike Rounds
State of South Dakota

Edward B. Rust, Jr.
Chairman & CEO
State Farm Insurance

Louis Gerstner, Jr., Chair emeritus
Former Chairman & CEO
IBM Corporation

National Governors Association
Redesigning the American High School Task Force

Governor Mark R. Warner, Co-chair
Commonwealth of Virginia

Governor Mike Huckabee, Co-chair
State of Arkansas

Governor John Baldacci
State of Maine

Governor Bob Taft
State of Ohio

Partners

Business Roundtable
Business Roundtable is an association of chief executive officers of leading corporations with a combined workforce of more than 10 million employees in the United States and $4 trillion in annual revenues. The chief executives are committed to advocating public policies that ensure vigorous economic growth, a dynamic global economy, and the well-trained and productive U.S. workforce essential for future competitiveness.

Education Commission of the States
The Education Commission of the States (ECS) is a national, nonprofit organization that helps governors, legislators, state education officials and others identify, develop and implement public policies to improve student learning at all levels.

Hunt Institute
The James B. Hunt, Jr. Institute for Educational Leadership and Policy engages governors and other leaders in strategic efforts to advance and sustain state-level education reform. Situated at the intersection of education policy and politics, the Hunt Institute helps governors and other political, business and education leaders develop and implement strategies to transform public education.

Funders

The following corporations and foundations generously provided support for the 2005 National Education Summit on High Schools:

Prudential Financial
Washington Mutual
State Farm
Intel Foundation
IBM Corporation

The Bill & Melinda Gates Foundation also provided support for Summit planning activities and publications.

II. Imperative for Action

II. Imperative for Action

Goals for session: *To make the case for reforming America's high schools and frame a course of action for states that will prepare all graduates to succeed in postsecondary education and the workplace.*

The Case for Action

A significant number of America's high school students drop out before graduating, and a significant proportion of those who do graduate are not adequately prepared for success in college and careers. This poses serious risks for our nation and for the youngsters who are being underserved.

National Data

- For roughly 60 percent of jobs in today's labor market, at least some postsecondary education is needed, and that percentage is expected to increase in the years ahead.
- The median earnings of a high school graduate are 43 percent higher than those of a non-graduate, and those of a college graduate are 62 percent higher than those of a high school graduate.
- Employers and colleges are spending billions of dollars to provide their employees and students with the knowledge and skills they should receive in high school.
- Nationwide, only 71 percent of 9th grade students graduate from high school on time, and worse, only slightly more than 50 percent of black and Latino students graduate.
- Although three-quarters of students who do graduate high school go on to college, nearly a third are not college ready and are placed immediately into remedial courses.
- One out of every four students enrolled in a four-year college and nearly half of all community college students fail to return after the first year.
- Only 18 percent of 9th graders will make it through high school, enter college and earn a two- or four-year degree on time.
- Non-U.S. residents with temporary visas accounted for more than a third of the Ph.D.s awarded in science and engineering last year.

International Data

- America's high school graduation rate is among the lowest in the industrialized world. According to Organisation for Economic Co-operation and Development (OECD), the United States ranks 16th out of 20 countries.
- Of the 21 countries participating in the Third International Science and Mathematics Study, American high school seniors outperformed only students from Cyprus and South Africa, and they ranked behind such nations as Sweden, Canada, New Zealand, Russia and the Czech Republic.
- On OECD's 2003 Programme for International Student Assessments (PISA), 15-year-olds from the United States ranked 22nd in science (tied with Austria), 27th in mathematics (tied with Latvia) and 29th in problem solving out of 40 countries.
- Although the United States has one of the highest college enrollment rates in the world, the nation's college completion rate is average to below-average among developed countries.

Note: There is no common measure for collecting high school graduation rate data. Therefore, numbers will vary based on data-collection methods.

The Agenda for Action

The 2005 Summit action agenda provides a five-point strategy for improving high schools and preparing high school graduates for success:

- Restore value to the high school diploma by revising academic standards, upgrading curricula and coursework, and developing assessments that align with the expectations of college and the workplace.
- Redesign the American high school to provide all students with the higher-level knowledge and skills, educational options, and support they must have to succeed.
- Give high school students the excellent teachers and principals they need by ensuring teachers and principals have the necessary knowledge and skills and by offering incentives to attract and retain the best and brightest to the neediest schools and subjects.
- Hold high schools and colleges accountable for student success by setting meaningful benchmarks, intervening in low-performing schools and demanding increased accountability of postsecondary institutions.
- Streamline educational governance so that the K–12 and postsecondary systems work more closely together.

The full action agenda, *An Action Agenda for Improving America's High Schools,* can be found in the inside pocket of the briefing book.

Additional Resources in This Section

Included in this section of the briefing book are three additional resources that provide more in-depth information on the challenge our nation and each state is facing in equipping young people with the knowledge and skills they need to be successful. *First* is a paper making the economic case for improving America's high schools. *Second* is a summary of data from a recent Achieve poll of high school graduates, college professors and employers. *Third* is a data profile showing how the United States and each state does at educating students from high school through college.

America's High Schools
The Front Line in the Battle for Our Economic Future

Too many Americans think of high school only as an adolescent rite of passage, a place where the joy and turmoil of the teenage years are romanticized on television and in film and where the struggle for academic proficiency is merely one aspect of a larger drama. But the time has come to think of high school in a more crucial and substantial context.

High school is where America's young people enter the adult world, not just socially, but more important, economically. Whether they realize it or not, it is where they begin preparing themselves for the economic environment in which they will compete and earn their livelihoods. Its importance is seen in the alarming reality that the United States has one of the lowest graduation rates of all developed nations, in the strikingly low percentage of students ready to use high school as a springboard for success in college and beyond, and in the pressing need for lifelong learning and effective citizenship in an increasingly demanding era of technology and global linkage.

This paper investigates the relationship between America's high schools and the challenges our economy faces. The message found here is a simple but clear one: *High school is now the front line in America's battle to remain competitive on the increasingly competitive international economic stage*. Over the past few years, Achieve, Inc., and the National Governors Association Center for Best Practices have undertaken a series of activities regarding the importance of high school and identified a path to high school education reform. This paper is a "call to action" for the nation's governors and business and education leaders to combine that understanding with an appropriate sense of urgency — and to turn the nation's high schools into a path toward economic success for all students.

Economic Change in the Years Ahead: A "Perfect Storm"

Economic change and growth are inseparable. Growth occurs as innovation and investment create new ways of doing things, which in turn make society more productive and better off. This steady stream of innovation and investment, multiplied over the years, has made America the most prosperous nation in the history of the planet. When one takes into account the convenience, mobility, health and range of amenities available to average Americans, they have a standard of living far greater than kings of previous centuries did.

But economic change also entails costs — the dislocations and displacements that occur as the old activities are replaced by the new, from mule drivers and wheelwrights to the makers of tube radios and adding machines. Over the generations of American economic history, the growth created by change has traditionally been strong enough to create new pursuits and new economic roles for those displaced by innovation. There is no reason to

doubt our economy will continue to have that capacity. However, there also are important reasons to believe our economy is about to face stresses like never before, and we must prepare for these challenges.

In fact, our economy is entering a "perfect storm" of economic change, in which three powerful forces are converging upon us at once:

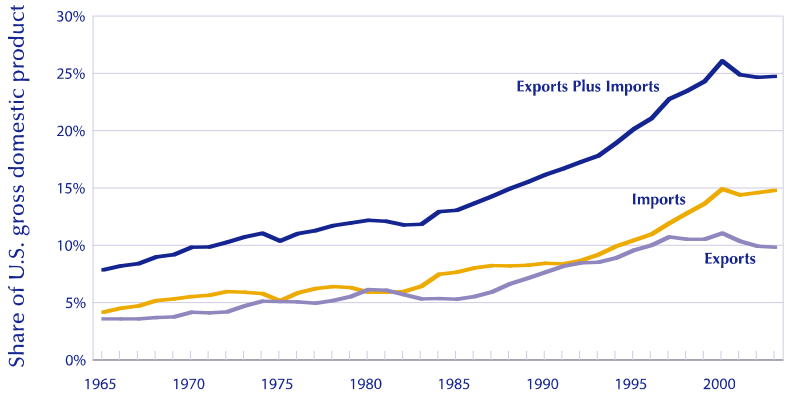
- *Technology* is accelerating, and its effects are becoming more pervasive. It affects not just what we produce but also what is asked of us and how we are organized to produce it.
- *Globalization* is accelerating as well, with the links among nations becoming not just more numerous, but deeper, as the developing world moves to higher-valued services once thought the exclusive province of the advanced nations.
- *Demographics* in the United States are about to change dramatically, as baby boomers enter retirement and the prime-age adult populations shrink in comparison to the numbers of old and young.

The demographic challenge facing America, and the entire developed world, is well known. It has created expectations for health care and retirement policy that, if unchanged, the nation can no longer afford to keep. But the full extent of technological change and globalization — and the way they interact — is yet to be fully understood.

The New Realities of the International Economy

Despite its obvious benefits, trade has fueled economic controversy for centuries. But regardless of one's view of trade, the new realities of the international marketplace are undeniable.

Trade Accounts for an Increasing Share of Gross Domestic Product

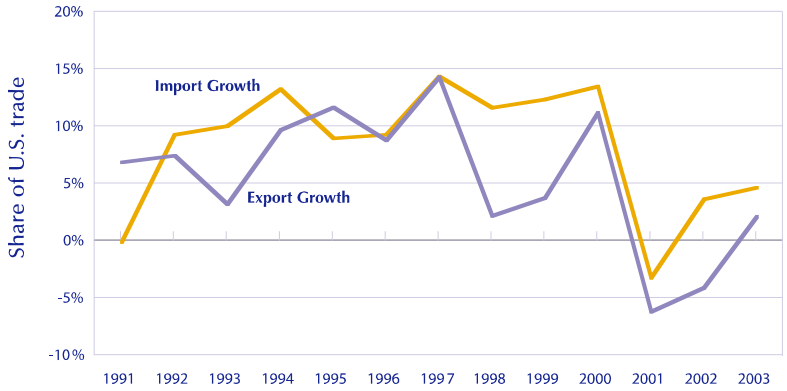


Source: Bureau of Economic Analysis, 2004.

First, trade is becoming pervasive. Successive rounds of trade negotiations have opened the global economy. The share of U.S. gross domestic product taken up by trade has risen from about 9 percent 40 years ago to about 18 percent 20 years ago to more than 25 percent today.[1] Over those last 20 years, U.S. foreign investment has grown six times faster than trade itself. Second, trade is no longer a matter of shipments of goods from an exporter to an importer. A growing share of U.S. trade occurs through "flag-affiliated" companies — that is, U.S. subsidiaries abroad — and a growing share of trade consists of services. The two are often related — as they would be, for example, in the case of a U.S. corporation that set up an off-shore data center, technical help-line or corporate backroom operation in a low-wage nation. In short, we are increasingly competing with ourselves in international trade.

Trade in services was once seen as America's ace in the hole. And, in fact, America has a variety of very strong service industries, from education to software to entertainment, that sell to customers around the world. But America's trade surplus in services is steadily shrinking — service imports have grown faster than service exports for seven straight years.[2]

Services Account for Increasing Share of Trade, But Imports Are Growing Faster Than Exports



Source: Bureau of Economic Analysis, 2004.

A third reality is that an increasing number of industries and activities are now subject to international competition. As digital technology drives down the cost of information and communications, it is possible to transact business from across the globe. A company can find suppliers, partners and customers anywhere in the world thanks to pervasive information networks. Any activity within a firm — not just component manufacturing, but such business services as product design, payroll management, accounting and invoicing, systems integration and management, and even research and development itself — can be held to the standard of the world's best competitors. And if it fails that standard, it can be "outsourced" to a company that meets it, often by bringing lower costs to the fore.

The result is firms are now making themselves more competitive by breaking down into their constituent activities and making sure that each activity is being done in the "right" place. As a result, more of these services are becoming tradable, and more of the American economy — including more of its higher-value services — is exposed to global competition. Headlines about call centers moving to India are just one example of this phenomenon, as are Web designers in Ireland, software developers in Eastern Europe and customer service centers in the Philippines. Today, almost *anything* can be done *anywhere*.

This integration of the world economy through low-cost information and communications has an even more important implication than the dramatic expansion of both the volume of trade and what can be traded. *Trade and technology are making all the nations of the world more alike*. Together they can bring all of the world's companies the same resources — the same scientific research, the same capital, the same parts and components, the same business services, and even the same skills. For example, India's 200 research universities now turn out more than 5,000 Ph.D.s a year. Although this compares to 40,000 new Ph.D.s in the United States, it is a stark indication of the potential of the developing economies to compete in new and more advanced areas. Talented young people can attend universities in Bombay, Dublin or Seoul and become what demographers call "global denizens" who travel the world looking for seasonal high-tech work. These competitors, therefore, are becoming more like us — they have rising skill levels, a strong work ethic, their own world-class university systems, and access to the world's capital and product markets. But there remains one critical difference between those nations and our own: *Their costs are lower*.

How Will America Respond?

Despite sporadic successes, the American response to date has been one of complacency leading to mediocrity. The towering heights of American achievement remain unmatched around the world — our Nobel-winning scientists, the cutting edge of American technology, the balanced working of the American economy and its entrepreneurial culture. But below these heights, the base is withering. Consider these facts alone:

- A recent study by the Organisation for Economic Co-operation and Development (OECD) showed that America's literacy rate is average among the nations of the industrialized world and that our high school graduation rate — 73 percent — is one of the lowest among the industrialized nations;[3]
- Once the leader in education, the United States now ranks 14th in the number of years a 5-year-old may expect to attend school during the course of his or her life;[4]
- The U.S. university dropout rate — 34 percent — is among the highest in the industrialized world;[5]
- Of the 21 countries participating in the Third International Mathematics and Science Study, American high school seniors outperformed only students from Cyprus and South Africa and ranked behind such nations as Sweden, Canada, New Zealand, Russia and the Czech Republic;[6]

- Non-U.S. residents with temporary visas accounted for a third of the Ph.D.s awarded in science and engineering in 2003, despite any post-9/11 difficulties they might have experienced.[7]

Again, the U.S. economy has compelling assets. But it faces a fundamental challenge: whether it will keep up with the swift pace of human capital development being set elsewhere around the world. Mastering that challenge must start with reforming American high schools.

United States Trails Most Countries in
High School Graduation Rate

Rank	OECD Reporting Country	Graduation Rate (%)
1	Denmark	100
2	Norway	97
3	Germany	93
4	Japan	92
5	Poland	90
5	Switzerland	90
7	Finland	85
7	Greece	85
9	France	82
9	Hungary	82
9	Italy	82
12	Czech Republic	81
13	Belgium	79
13	Iceland	79
15	Ireland	77
16	**United States**	**73**
17	Sweden	72
18	Luxembourg	68
18	Spain	68
20	Slovak Republic	61

Source: Organisation for Economic Co-operation and Development, *Education at a Glance 2004,* 2004.

New Skills for a New Age

Our high schools are not working for too many of our students. Consider, for example, the results of the OECD's international comparisons of math and science conducted in 2003.[8] Among those ranked, U.S. high school students tied for 27th place in math with Latvia and were slightly ahead of Portugal. Their science skills were roughly comparable to those of students in Iceland and Austria. These deficient skills translate directly into a reduced ability to solve basic problems, such as map-reading, scheduling, and converting weights and measures.

American teenagers rank at the bottom of the industrialized world in math problem solving and only in the middle of a list of nations at dramatically lower levels of development. How important is this skills difference? Economist Eric Hanushek of Stanford University estimates that if the gap were closed, American economic growth would increase by half a percentage point every year, or about a 20 percent increase in the economy's long-term potential.[9]

American Teenagers Lag Behind Their Developed World Counterparts in Problem Solving …

Country	**Mean Score**
Japan	547
Australia	530
Canada	529
Belgium	525
Switzerland	521
Netherlands	520
France	519
Germany	513
Sweden	509
Ireland	498
United States	**477**
Italy	469

Note: This table includes a representative sample of developed nations that participated in the PISA study.

Source: Organisation for Economic Co-operation and Development, *Learning for Tomorrow's World: First Results from PISA 2003,* 2004.

… And They Are Often Not Competitive with Teenagers from Less Developed Nations

Country	Mean Score
Korea	550
Hong Kong-China	548
Czech Republic	516
Poland	487
Latvia	483
Russian Federation	479
United States	**477**
Thailand	425
Serbia	420
Brazil	371

Note: This table includes a representative sample of less developed nations that participated in the PISA study.

Source: Organisation for Economic Co-operation and Development, *Learning for Tomorrow's World: First Results from PISA 2003,* 2004.

High school is important not just because it allows those who complete it to be more productive and to earn more, but because it is the first rung of an earnings ladder that provides affluence and mobility to those who climb it. Economists understand that education leads to productivity, which leads to income. Census data show the median earnings of a high school graduate ($30,800) are 43 percent higher than those of a non-graduate ($21,600) and those of a college graduate are 62 percent higher than those of a high school graduate.[10]

But technology is amplifying these differences; it is demanding new and advanced skills that our high schools are failing to teach. A generation ago, insurance claims adjusting, truck dispatching, steel foundry process management and machine lathing were all dramatically different in every respect. Today, they are all fundamentally similar — each requires manipulating data on a computer screen and using them to solve problems. Technology has changed the skills people need to work; as Harvard Business School's Shoshana Zuboff said in her epochal *In the Age of the Smart Machine,* technology has "migrated work from the muscles to the senses."[11] Economists David Autor, Frank Levy and Richard Murmane found that these changes in the skills required *in existing jobs and occupations* — that is, not even considering new jobs and occupations — accounted for a third or more of the greater demand for college graduates, mostly since 1980.[12]

These changes are pervasive. Economists Anthony Carnevale and Donna Desrochers found almost all categories of employment now require more advanced education today than they did 30 years ago.[13] They show the share of office workers with "some college" has increased from 37 percent to 60 percent over that span; the share with a bachelor's degree has almost doubled, from 20 percent to 38 percent. Even factory work demonstrates the

trend — the share of factory workers with some higher education has increased *fourfold*, from 8 percent to 31 percent in the past three decades. And along with these higher levels of skill have come higher incomes. In a seminal report, economist Alan Krueger estimated that simply working with a computer implies a 15 percent increase in earnings, even after education and other factors are taken into account. In short, when jobs pay well, it is often because they demand the skills of a trade-intensive, high-tech world.[14]

In addition, trade is accelerating this trend toward higher skills. As foreign suppliers step into more advanced service industries, American workers must respond by becoming more productive. Insurance adjusters, truck dispatchers, lathers, machinists and foundry workers were the middle class of a generation ago. But the middle class of the next generation will be the people who work at terminals controlling those processes and the people who create the technology — the ideas, machines, software and services — that allow those jobs to change. Thus, America is faced with a stark choice — we can either climb the productivity ladder and re-create the American middle class, or we can watch our nation's middle class fade away as other countries' teenagers continue to outperform our children.

Why High School?

Taken together, these various findings display a disturbing pattern — *our high schools are failing to provide enough of our children with the skills that are becoming most important.* This is the one of the reasons why repairing our nation's high schools is so vital. America's distressingly low secondary graduation rate would be cause enough to justify a massive intervention in high school education. But high school is the bridge to higher education, and the bridge is increasingly in danger of collapse.

It is high school, specifically, where the failure occurs. For example, international student comparisons show American students report levels of both accomplishment and interest in math and science on par with their counterparts in other nations at both the 4th and 8th grade levels. But by grade 12, they fall far behind in their proficiency and report dramatically lower levels of interest. It is between 8th and 12th grade where the failure occurs.

And the failure resonates throughout the rest of a student's education. Success in high school readily translates into access to, and success at, higher levels of education. Research from the U.S. Department of Education indicates that the rigor of high school coursework is more important than parent education level, family income or race/ethnicity in predicting whether a student will earn a postsecondary credential.[15] In short, being prepared for college is the best ticket for getting there. However, Jay Greene of the Manhattan Institute estimates that the high school graduation rate — by his estimate, 71 percent — is already low by international standards. Moreover, the share of high school students who take a course load preparing them for college is as low as 34 percent,[16] and the share of high school students who are actually "college ready" is only 32 percent.[17] In fact, his work shows that the college-ready rate is below 50 percent *in every state in the*

nation. Moreover, this share of college-ready students is disproportionately low for non-whites, who are growing as a share of the overall youth population.

This breakdown in building a bridge to college education is even more disturbing when the efforts of the 50 states to provide higher education and advanced graduate training are considered. Together, the 50 states spend $63 billion annually to subsidize higher education. Obviously, this is an important part of a strategy to build local economies and attract a skilled workforce. Yet these investments will not yield the expected dividends unless high schools do a far better job of preparing students for postsecondary education. We register great concern over the declining number of U.S.-born or permanent resident Ph.D.s in the math, science and engineering areas. By tolerating low levels of achievement in high school, we are dramatically curtailing the pool of potential new Ph.D.s.

Beyond allowing American students access to higher levels of productivity and earnings, functioning high schools generate compelling societal benefits. As the endogenous growth theorists, led by economist Paul Romer, have noted, an ample supply of skilled workers accelerates the innovation process throughout the economy. Greater numbers of skilled and educated workers make it easier to produce the "incremental improvements" that account for the vast majority of long-term economic growth: They lower the cost of doing research; they make it easier to disseminate new knowledge and adopt it to new uses; and they allow for greater specialization in research and science, among other benefits. In short, high schools are the spring from which these vital sources of growth flow.

And high school builds a better citizenry. Aside from the obvious benefits of educational achievement — lower demands for social services, lower rates of incarceration, better parenting and public health, and better preparation of the subsequent generation of small children for school, among many others — higher levels of education prepare our citizenry for the ever more sophisticated issues they must confront.

The Road Not Taken

High school, beyond the front line of international economic competition, is the dividing line between those workers whose incomes have been rising and those whose incomes have been falling. The average wages of high school graduates and those individuals who never graduated high school have fallen over the last two decades; the average incomes of those who went beyond high school have risen. This demarcation promises to become even starker in the coming years, as technology and trade separate the economy into two camps — those with the skills to participate in the global economy and those who lack them. If we do not make a concerted effort to move our society beyond this boundary, we will find ourselves a society cut in two — one side enfranchised in the modern economy, experiencing its affluence, the other lacking the means of access to the future. In short, we run the risk of losing our middle class.

A nation that cannot compete will never achieve prosperity. Absent the productivity that generates income, no combination of monetary or tax policies can undo the economy's hollowness. A lower standard of living will be forced on us. We will be engulfed in new service imports and will sell our assets to the rest of the world to pay for them. As growth slows, we will be unable to pay for an ever-shrinking pool of public services and will watch as our federal debt spirals out of control. At the very least, we will experience slow growth and stagnant wages with an upper tier of the labor force that gradually detaches from the rest of America's economy.

There is an alternative, but it is an alternative that requires our focus and effort. Economic change need not damage us if we prepare for it. There have always been exciting innovations in the economy. There have always been cheaper foreign competitors. And there have always been complex challenges to our economic growth. If we anticipate them and act, they can be turned into the basis for a higher standard of living for future generations of Americans.

High school lies at the center of this crisis. Fifty years ago, it was finishing school for the American middle class. Today, it must be more. It must be a bridge to higher education, to a productive and innovative economy, and to an informed citizenry. It is time to transform our country's high schools to reflect these new realities.

Notes

1. Bureau of Economic Analysis (BEA), data tables, "Real Exports and Imports of Goods and Services by Type of Product," Quantity Indexes (Washington, D.C.). Available: http://www.bea.doc.gov.
2. BEA, data tables, "Real Exports and Imports of Goods and Services by Type of Product," Quantity Indexes (Washington, D.C.). Available: http://www.bea.doc.gov.
3. Organisation for Economic Co-operation and Development (OECD), *Learning for Tomorrow's World: First Results from PISA 2003* (Paris, France, December 2004). Available: http//www.oecd.org.
4. OECD, *Education at a Glance, 2004,* Table C1.1 (Paris, France, September 2004). Available: http://www.oecd.org/dataoecd/62/16/33671115.xls.
5. OECD, *Education at a Glance, 2004,* Table A3.2 (Paris, France, September 2004). Available: http://www.oecd.org/dataoecd/52/38/33669031.xls.
6. International Association for the Evaluation of Educational Achievement (IEA), Third International Mathematics and Science Study (TIMSS), 1995–96.
7. National Science Foundation, Division of Science Research Statistics, *Science and Engineering Doctorate Awards, 2003,* Table 3 (Arlington, Va.: National Science Foundation, December 2004).
8. OECD, *Learning for Tomorrow's World: First Results from PISA 2003* (Paris, France, December 2004). Available: http//www.oecd.org.
9. Eric Hanushek and Dongwook Kim, "Education, Laborforce Quality, and Economic Growth," Working Paper 5399 (Cambridge, Mass.: National Bureau of Economic Research, December 1995).
10. Cited in *Education Pays 2004* (New York: College Board) p.10.
11. Shoshana Zuboff, *In the Age of the Smart Machine: The Future of Work and Power* (New York: Basic Books, 1989).
12. David Autor, Frank Levy and Richard Murmane, "The Skill Content of Recent Technological Change: An Empirical Exploration," Working Paper 8337 (Cambridge, Mass.: National Bureau of Economic Research, June 2001).
13. Anthony Carnevale and Donna Desrochers, *Standards for What? The Economic Roots of K–16 Reform* (Princeton, N.J.: Educational Testing Service, 2003).
14. Alan B. Krueger, "How Computers Have Changed the Wage Structure: Evidence from Microdata, 1984–1989," *Quarterly Journal of Economics* February 1993: 33–60.
15. Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education Office of Educational Research and Improvement, 1999).
16. Jay P. Greene, *Public High School Graduation and College Readiness Rates: 1991–2002* (New York: Manhattan Institute, forthcoming). Available: http://www.manhattan-institute.org/html/ewp_08.htm.
17. Jay P. Greene and Greg Forster, "Public High School Graduation and College Readiness Rates in the United States," Working Paper 3 (New York: Manhattan Institute Education, September 2003).

Rising to the Challenge

Achieve National Survey of High School Graduates, Employers and College Instructors

In its American Diploma Project, Achieve described the knowledge and skills that employers and faculty say that high school graduates need to do well in college courses or on the job. As a partial reality check on how well prepared recent graduates actually are for these challenges, in early February 2005 Achieve released results from a comprehensive national survey of 1,500 recent high school graduates, 400 employers and 300 college instructors. Major findings follow.

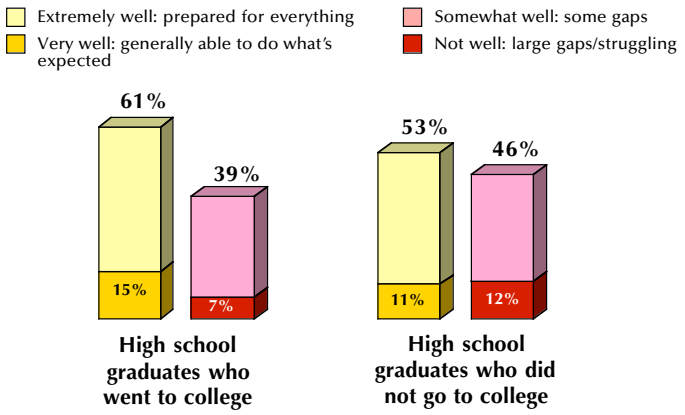
Large Numbers of High School Graduates Say They Are Not Prepared for College or Work

Almost two in five recent graduates (39 percent) currently in college believe they have gaps in their preparation. Almost half (46 percent) of recent graduates not currently in college agree.

In skill areas that are important for success in college or the workplace, many recent high school graduates believe they are not fully prepared. Almost equal percentages of graduates who are in college and those not now in college say they have gaps in critical communications, math/science and research skills. Almost nine in 10 current college students (86 percent) report some gaps in at least one critical skill area. One-third of college students report having a *large* gap in at least one critical skill area.

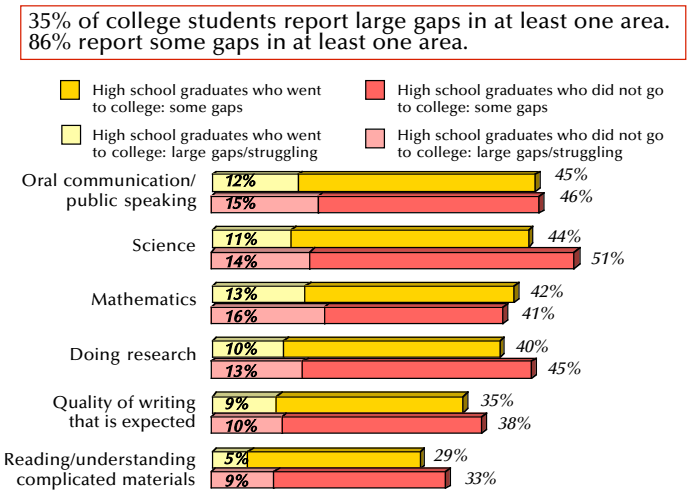
Many Graduates Cite Gaps in Preparation

How well did your high school education prepare you for college or the work/jobs you hope to get in the future?



Many Graduates Cite Gaps in Preparation *(cont.)*

In each area, percentage saying there are at least some gaps in their preparation

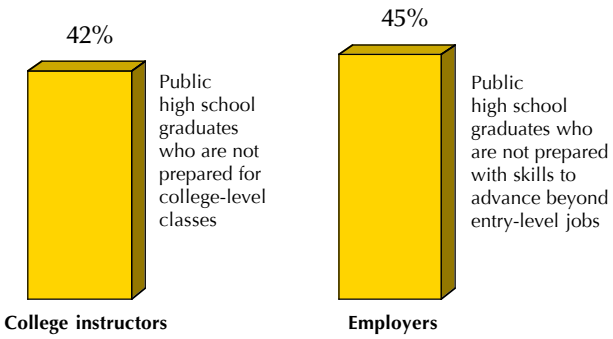


Employers and College Instructors Agree That High School Graduates Are Inadequately Prepared

Large percentages of college instructors and employers agree that public high schools are not equipping students with critical skills. College instructors estimate that 42 percent of college students are not adequately prepared by their high schools to meet college expectations. Meanwhile, employers estimate that 39 percent of recent high school graduates are unprepared for *entry-level jobs*; they believe that an even larger proportion (45 percent) are not prepared to advance *beyond entry-level jobs*.

College Instructors/Employers Confirm Graduates' Lack of Preparation

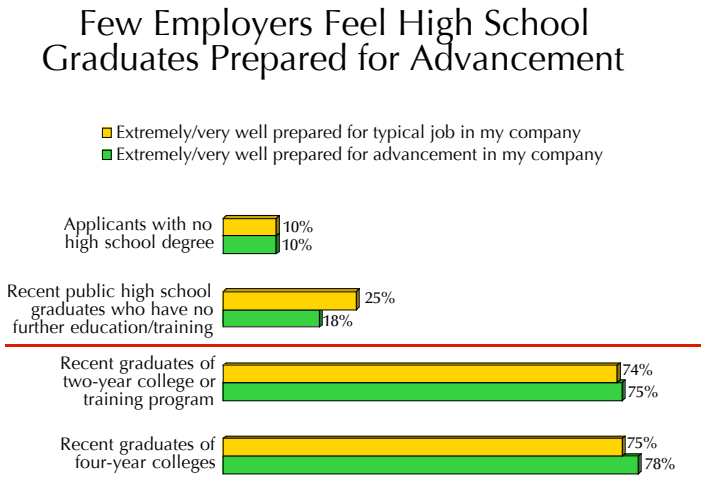
Average estimated proportions of recent high school graduates who are not prepared



College instructors were most likely to be dissatisfied with graduates' abilities to understand complicated materials (70 percent), writing quality (62 percent), ability to do research (59 percent) and math skills (52 percent).

As a result, almost three-fourths of college instructors (70 percent) say they spend class time teaching students material they should have learned in high school. About one-quarter of instructors say they spend "significant" class time on this remediation.

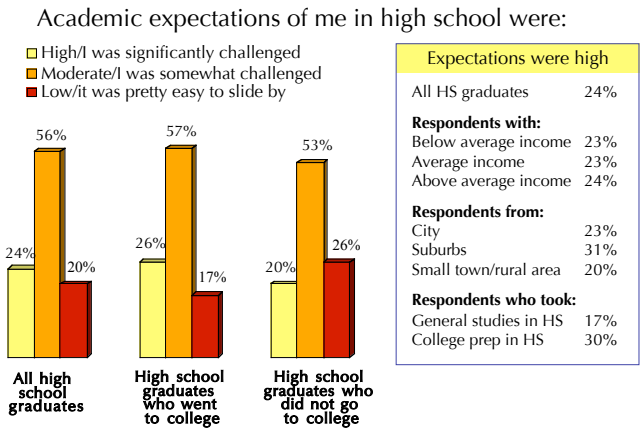
High school graduates who rely on their diplomas alone face limited prospects for employment or advancement. Only 25 percent of employers believe a person with a recent high school diploma alone is well prepared for a typical job in their companies, and only 18 percent of employers believe a graduate with just a high school diploma is well prepared to advance within their companies.



High Standards and Challenging Coursework Lead to Better-Prepared Graduates

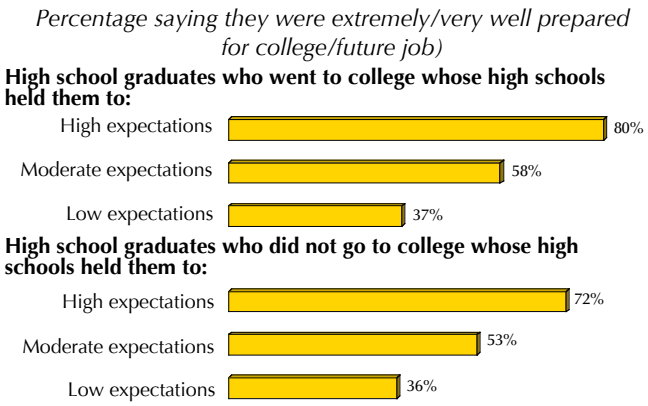
Most recent high school graduates report being only moderately challenged in high school. Just 26 percent of graduates in college and 20 percent of graduates in the workplace said they were significantly challenged. Taken together, one in five recent high school graduates reported that "it was pretty easy to slide by."

Few Say Expectations Were High



Graduates who believed their high school expected more of them were more likely to feel extremely well prepared for their futures. This is true of both those who went on to college and those who did not. Eighty percent of college students who experienced high expectations in high school said they felt well prepared for the next step — as did 72 percent of high school graduates who were not in college. Those who reported being held to low expectations in high school were less likely to feel prepared for college or the workplace.

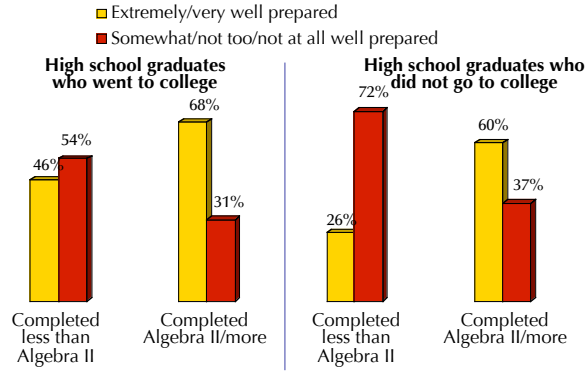
Graduates Who Faced High Expectations Twice as Likely To Feel Prepared



The more rigorous their coursework, the more prepared students felt. Among students who completed Algebra II or higher in high school, two-thirds of students who did not go to college and 60 percent of those who did reported feeling well prepared for the working world or for college. In contrast, among students who completed less than Algebra II, fewer than half of those who did not go to college and just one-fourth of those who did felt well prepared.

Algebra II Critical for Work World and College

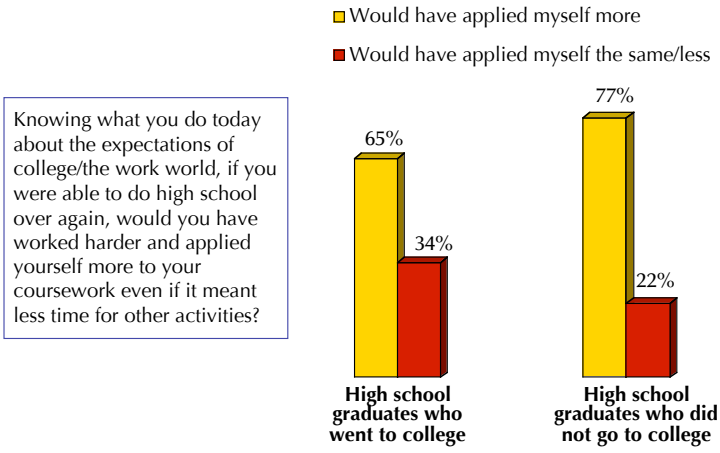
When it comes to mathematics, how well were you prepared in high school for the expectations you face in college/working world?



Graduates Wish They Had Worked Harder in High School

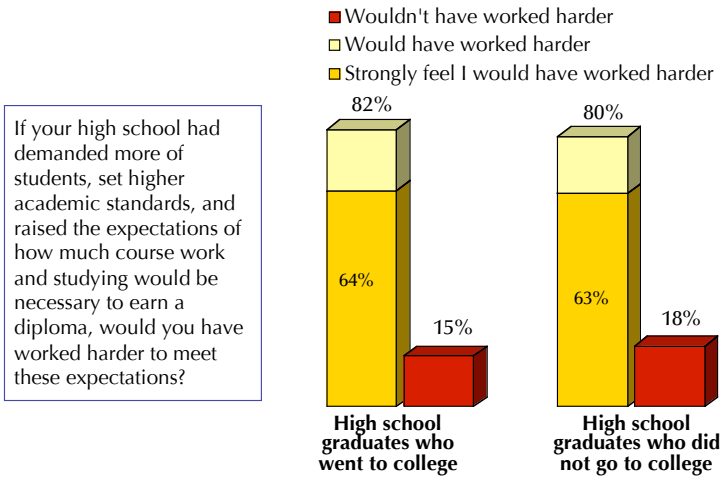
In hindsight, most recent high school graduates say they wish they had worked harder on their academics. This includes almost two-thirds of college students (65 percent) and more than three-fourths of students who did not go to college (77 percent).

Knowing What They Know Today, Graduates Would Have Worked Harder



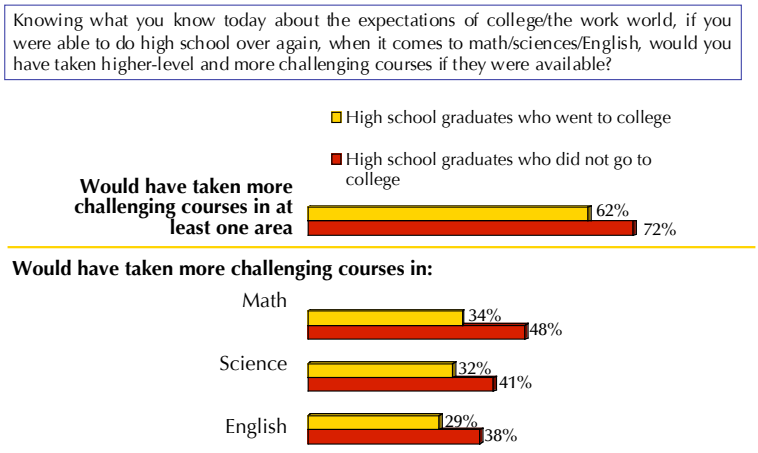
Moreover, four of five graduates (82 percent of college students and 80 percent of students who did not go to college) say they would have worked harder if their high schools had challenged them with tougher standards and higher expectations.

Had High School Demanded More, Graduates Would Have Worked Harder



Knowing what they do today about what is expected in college or the workplace, large majorities of both students who went to college and those who did not say they would have taken more challenging courses in math, science or English. Almost two-thirds of students who went to college and three-fourths of those who did not (72 percent) say they would have taken more challenging courses in at least one area.

Majorities of Graduates Would Have Taken Harder Courses



About the Survey

The national survey was commissioned by Achieve, Inc., and conducted in December 2004 by Peter D. Hart Research Associates (D) and Public Opinion Strategies (R). The sample of 1,487 public high school graduates included 861 who were currently enrolled in two- or four-year colleges and 626 who were not currently enrolled in college, including 267 graduates who had enrolled in college but withdrew. The sample included oversamples for 303 African Americans, 287 Latino Americans and 353 current college students who have taken a remedial course. We also interviewed 400 employers who make personnel decisions and 300 college instructors who teach first-year college students.

For complete results of the *Rising to the Challenge* poll, go to the Achieve Web site, at www.achieve.org.

Achieve, Inc.

National Summary

Education Pipeline Data Profile

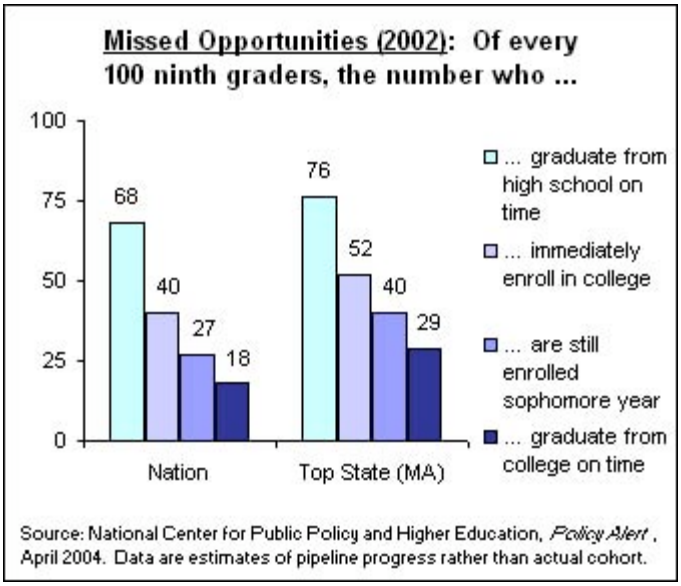
February 2005

This data profile provides an important perspective on how well the nation is doing in preparing young people for college and work by comparing the progress of students across the country with that of students in top-performing states. Note that this profile includes only those data that were available for all states. Other agencies and organizations have additional data disaggregated by state, county, program, district or school that allow a closer look at education pipeline issues.

The Big Picture

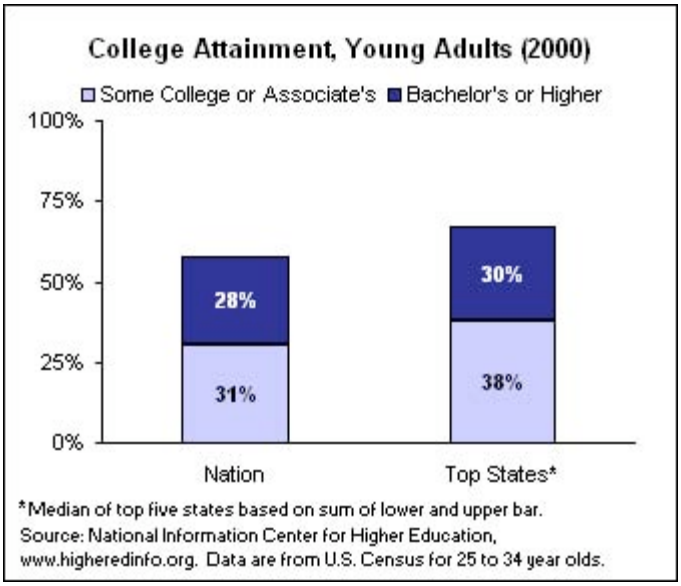
To be successful in today's economy, all students will need education and training that go beyond the high school diploma. The data below show how well the nation is moving students through the education pipeline. How many graduate from high school? How many drop out? How many go on to postsecondary education, either a four-year institution or community college? How many are well enough prepared when they get there to be successful and ultimately earn a bachelor's or an associate's degree? How well are the nation's top-performing or highest-improving states doing?

How many make it to, and through, college?



Source: National Center for Public Policy and Higher Education, *Policy Alert*, April 2004. Data are estimates of pipeline progress rather than actual cohort.

How many young adults earn degrees?



*Median of top five states based on sum of lower and upper bar.
Source: National Information Center for Higher Education, www.higheredinfo.org. Data are from U.S. Census for 25 to 34 year olds.

Is educational attainment improving?

25 to 34 Year Olds with Bachelor's Degree in 1990	25 to 34 Year Olds with Bachelor's Degree in 2000	Nation's Improvement	Top Improver (MN)
22.7%	27.5%	+ 4.8	+ 8.7

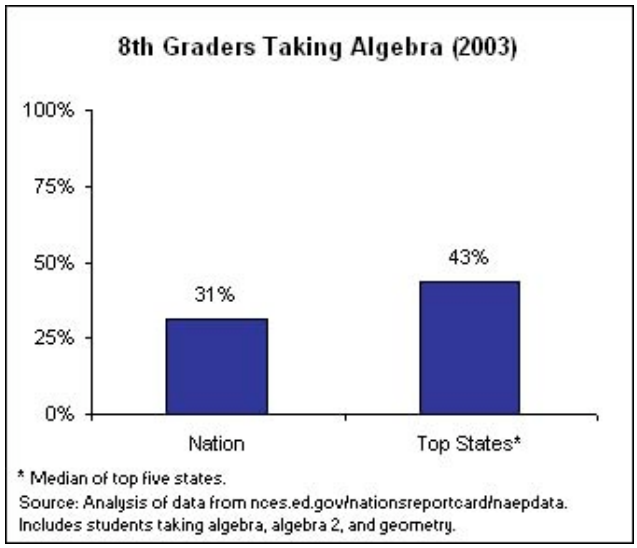
Focus On

Middle School

Achieve, Inc.

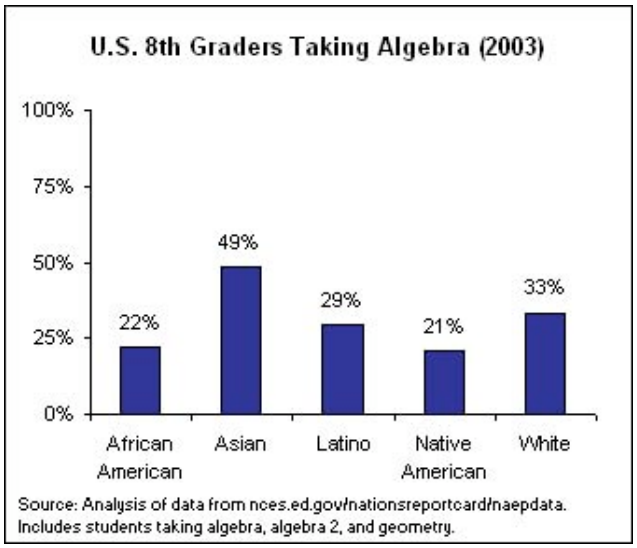
Preparation for postsecondary education and good jobs begins well before high school. Students who take challenging courses and meet high standards in middle school are much more likely to enter high school ready to succeed. Algebra is widely recognized as a "gateway" course — students who take it by the end of 8th grade are much more likely to take rigorous courses in high school that lead to a college degree.

Are students taking "gateway" courses?



* Median of top five states.
Source: Analysis of data from nces.ed.gov/nationsreportcard/naepdata.
Includes students taking algebra, algebra 2, and geometry.

Are there inequities in course taking?



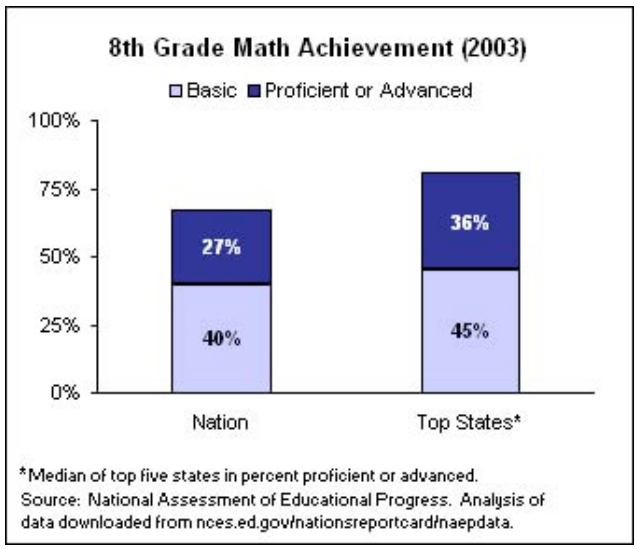
Source: Analysis of data from nces.ed.gov/nationsreportcard/naepdata.
Includes students taking algebra, algebra 2, and geometry.

Are more students taking gateway courses over time?

8th Graders Taking Algebra in 1992	8th Graders Taking Algebra or Higher in 2003	Nation's Improvement	Top Improver (CA)
19%	31%	+ 12	+ 35

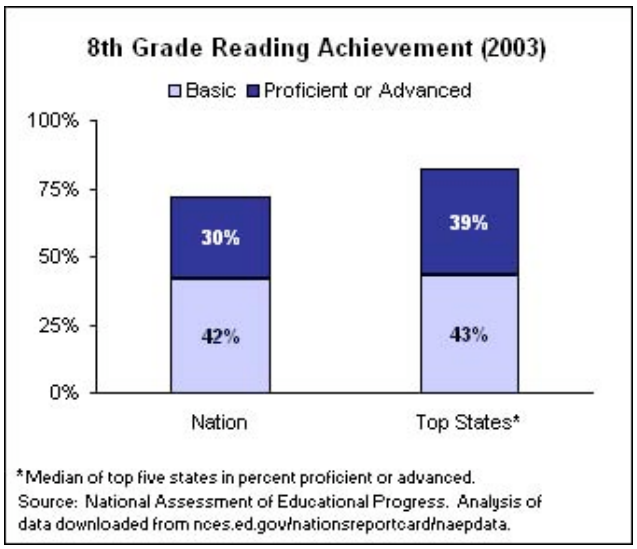
While each state gives its own reading and math assessments in grades 3–8, the standards for proficiency on those tests differ from state to state, making cross-state comparisons unreliable. The National Assessment of Educational Progress (NAEP) is a common test taken by a sample of students in *every* state and in the nation as a whole, making it a reliable yardstick for comparing achievement through middle school.

Are students meeting proficiency in math?



*Median of top five states in percent proficient or advanced.
Source: National Assessment of Educational Progress. Analysis of data downloaded from nces.ed.gov/nationsreportcard/naepdata.

… in reading?



*Median of top five states in percent proficient or advanced.
Source: National Assessment of Educational Progress. Analysis of data downloaded from nces.ed.gov/nationsreportcard/naepdata.

Middle School, continued

Is math achievement improving?

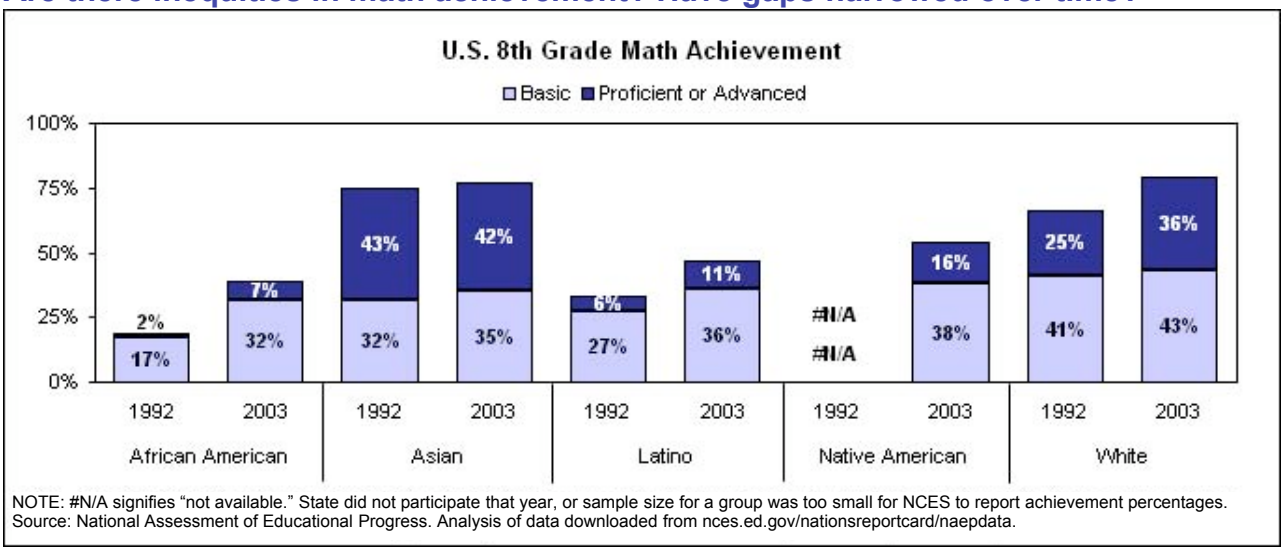
8th Graders Proficient or Advanced in 1992	8th Graders Proficient or Advanced in 2003	Nation's Improvement	Top Improver (NC)
20%	27%	+ 7	+ 20

Is reading achievement improving?

8th Graders Proficient or Advanced in 1998	8th Graders Proficient or Advanced in 2003	Nation's Improvement	Top Improver (DE)
30%	30%	+ 0	+ 8

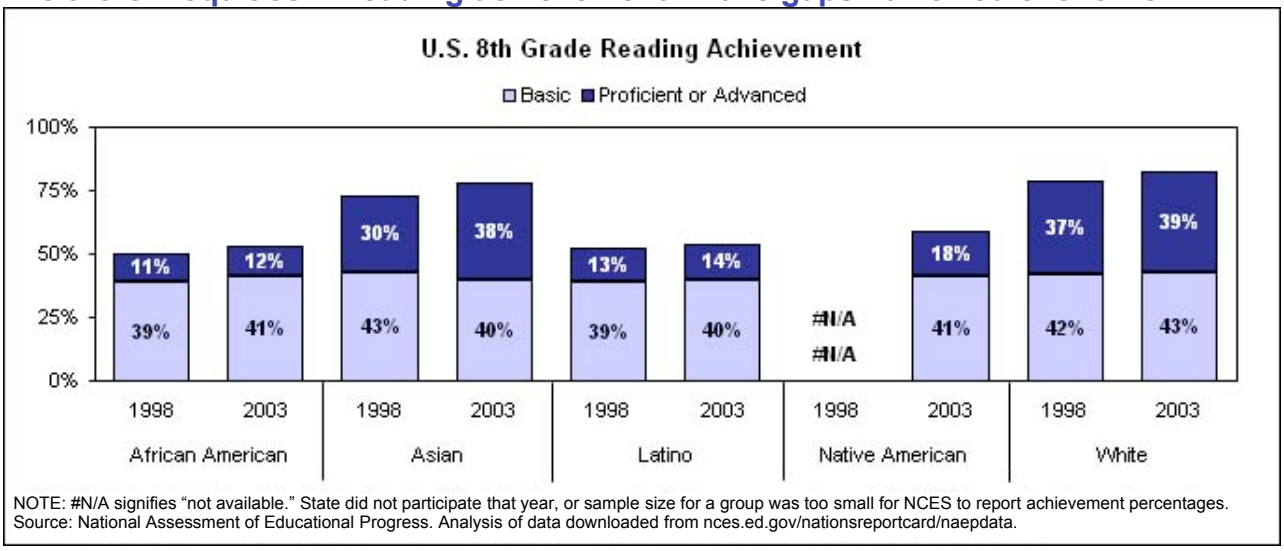
Across the nation and in most states, there is an achievement gap that separates African American, Hispanic and Native American students from white and Asian students. How large is that gap, and how successful has the nation been in closing it over time?

Are there inequities in math achievement? Have gaps narrowed over time?



NOTE: #N/A signifies "not available." State did not participate that year, or sample size for a group was too small for NCES to report achievement percentages.
Source: National Assessment of Educational Progress. Analysis of data downloaded from nces.ed.gov/nationsreportcard/naepdata.

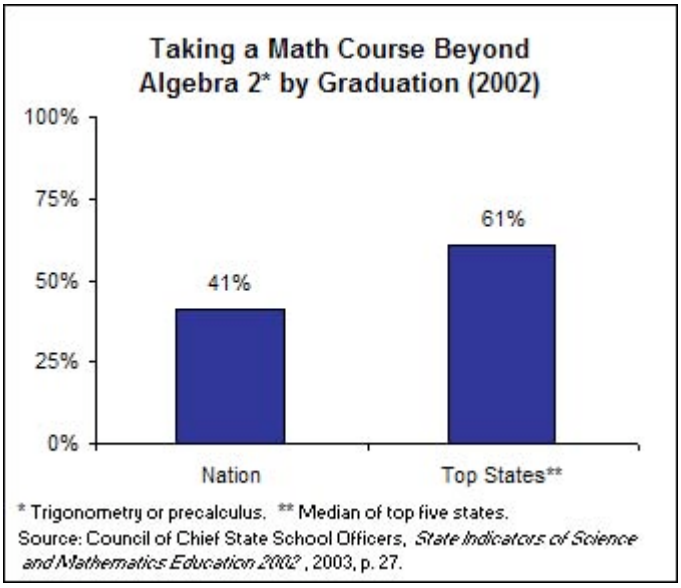
Are there inequities in reading achievement? Have gaps narrowed over time?



NOTE: #N/A signifies "not available." State did not participate that year, or sample size for a group was too small for NCES to report achievement percentages.
Source: National Assessment of Educational Progress. Analysis of data downloaded from nces.ed.gov/nationsreportcard/naepdata.

Research has shown that a powerful predictor of whether high school students will graduate and earn a college degree isn't only grades or even test scores, but rather the rigor of the high school curriculum they complete. Taking a high-level math course beyond Algebra 2 is a key indicator of such a curriculum. Advanced Placement (AP) exams show how many students are taking challenging courses and attempting to earn college credit while still in high school.

Are students taking "gateway" courses?



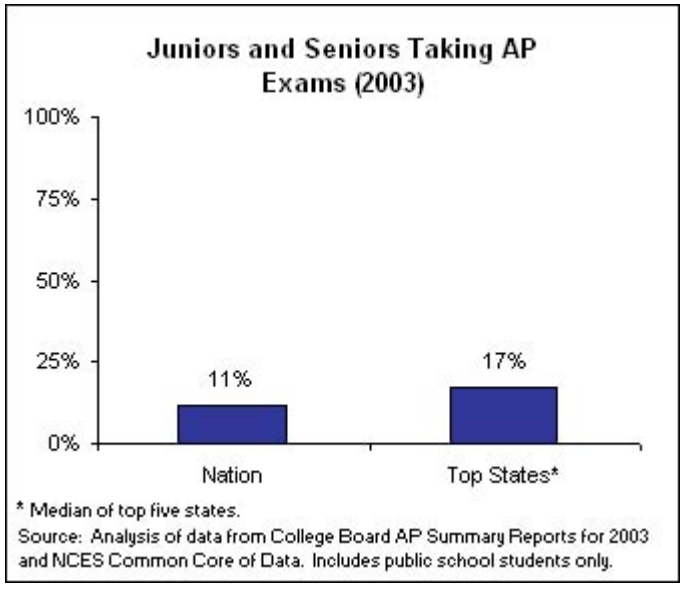
* Trigonometry or precalculus. ** Median of top five states.
Source: Council of Chief State School Officers, *State Indicators of Science and Mathematics Education 2002*, 2003, p. 27.

Are more students taking gateway courses over time?

Grads Taking Math Course Beyond Algebra 2* in 1992	Grads Taking Math Course Beyond Algebra 2* in 2002	Nation's Improvement	Top Improver (WV)
29%	41%	+ 12	+ 44

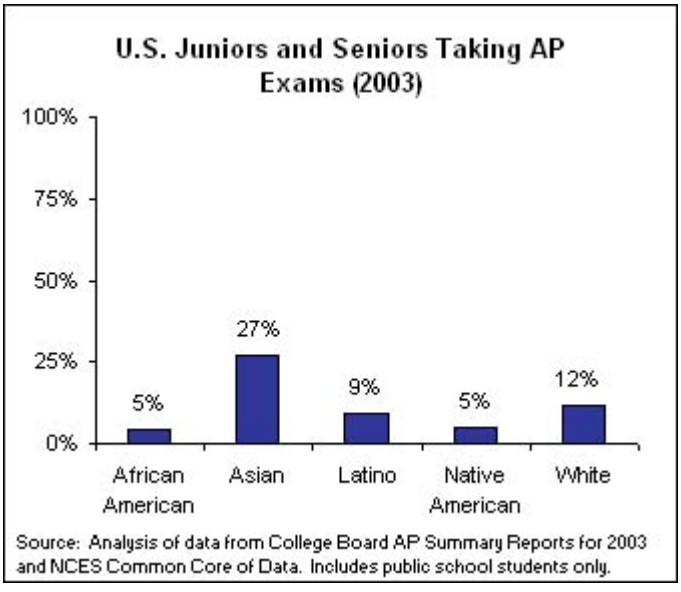
* Trigonometry or precalculus.

Are students participating in AP courses?



* Median of top five states.
Source: Analysis of data from College Board AP Summary Reports for 2003 and NCES Common Core of Data. Includes public school students only.

Are there inequities in AP participation?



Source: Analysis of data from College Board AP Summary Reports for 2003 and NCES Common Core of Data. Includes public school students only.

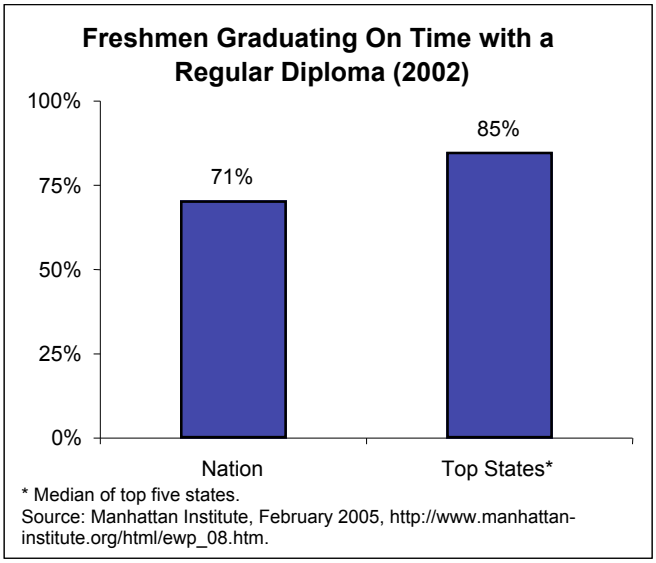
High School, continued

Are more students participating in AP over time?

Juniors and Seniors Taking AP Exams in 1997	Juniors and Seniors Taking AP Exams in 2003	Nation's Improvement	Top Improver (MD)
7.6%	11.4%	+ 3.7	+ 7.4

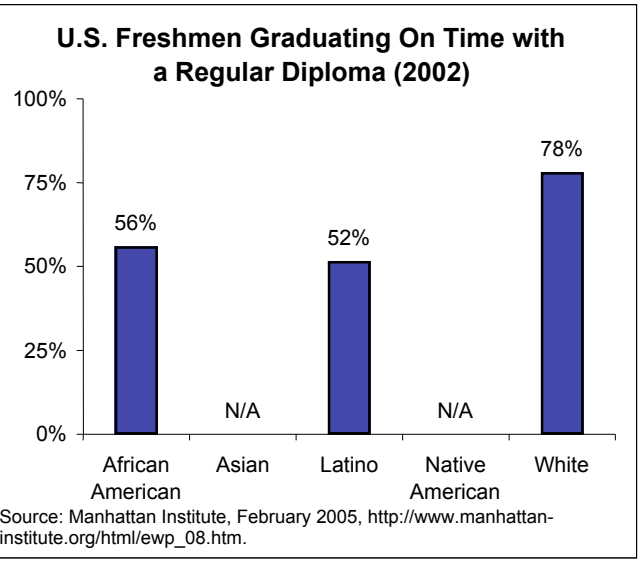
Nationwide, nearly 30 percent of high school students don't graduate on time, and the figures are much lower for disadvantaged minority students than for white and Asian students. Without a high school diploma, students' chances for success in college or the workplace are severely restricted.

How many students graduate on time?



* Median of top five states.
Source: Manhattan Institute, February 2005, http://www.manhattan-institute.org/html/ewp_08.htm.

Are graduation rates equitable?



Source: Manhattan Institute, February 2005, http://www.manhattan-institute.org/html/ewp_08.htm.

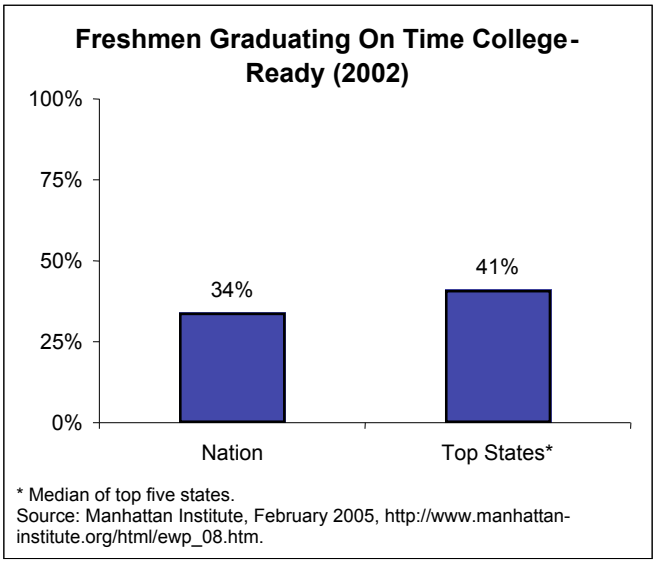
High School, continued

Are high school graduation rates improving over time?

High School Graduation Rate in 1992	High School Graduation Rate in 2002	Nation's Improvement	Top Improver (NV)
73%	71%	- 2	+ 9

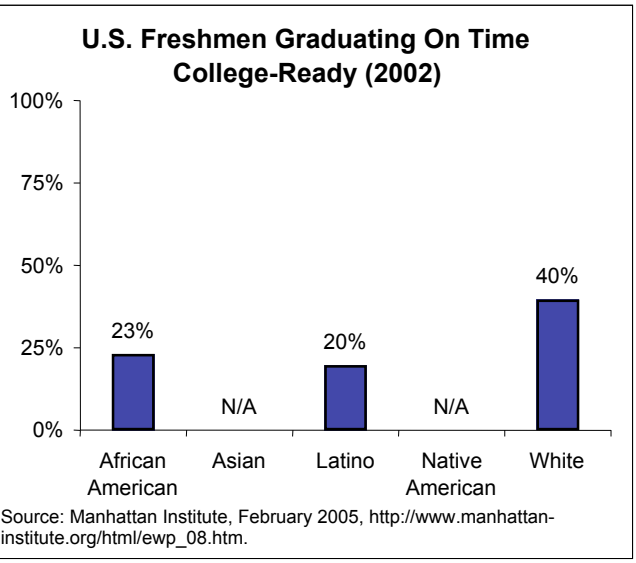
Jay Greene and Greg Forster of the Manhattan Institute have created several measures of college readiness. The data below consider whether students have earned a regular high school diploma, have completed the minimum coursework necessary to apply to college and have performed at least at the basic level on the NAEP reading test.

How many students prepare for college?



* Median of top five states.
Source: Manhattan Institute, February 2005, http://www.manhattan-institute.org/html/ewp_08.htm.

Are rates of college preparation equitable?



Source: Manhattan Institute, February 2005, http://www.manhattan-institute.org/html/ewp_08.htm.

Are college-readiness rates improving over time?

College-Readiness Rate in 1992	College-Readiness Rate in 2002	Nation's Improvement	Top Improver (WV)
27%	34%	+ 7	+ 13

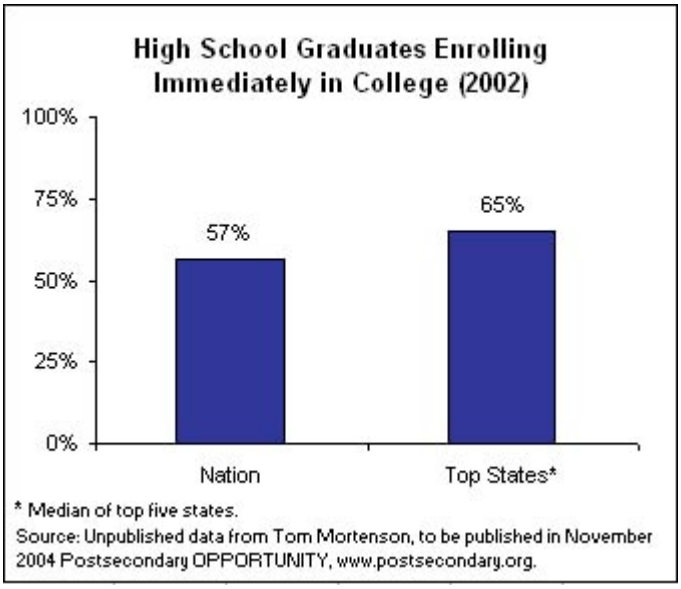
Focus On

Postsecondary Attainment

Achieve, Inc.

Earning a postsecondary credential has become increasingly important in today's economy, and some states have made significant gains in college-going rates. However, college admission is only the first step. Nationally, a quarter of college freshmen will not return for their sophomore year. Only slightly more than half of students in four-year colleges earn a degree within six years. The better prepared students are when they graduate from high school, the better their chances of getting into and succeeding in college.

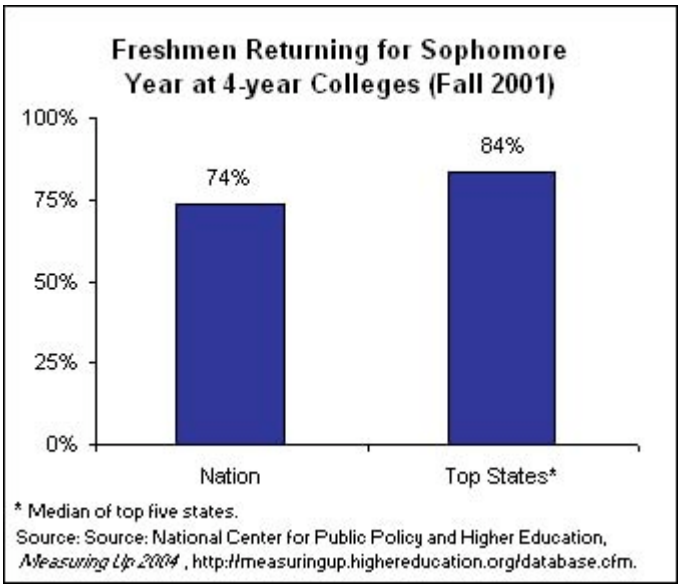
How many high school graduates enroll in college the following fall?



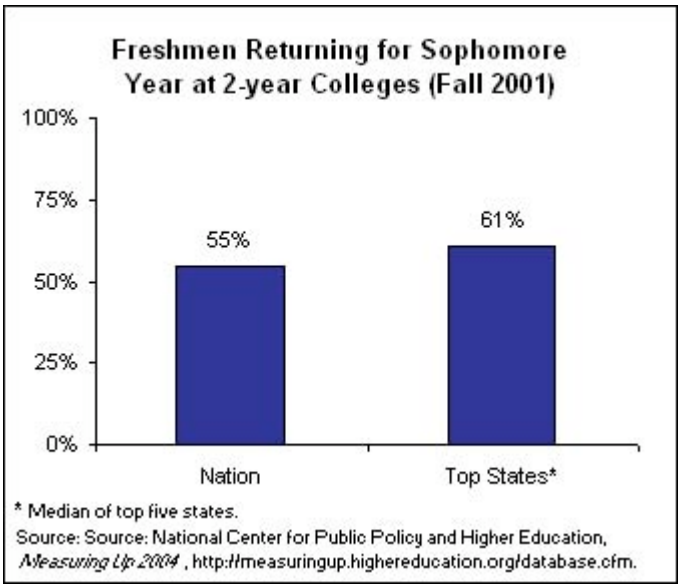
Are more high school graduates enrolling immediately in college over time?

College-Continuation Rate in 1992	College-Continuation Rate in 2002	Nation's Improvement	Top Improver (SC)
54.3%	**56.7%**	**+ 2.4**	**+ 16**

How many persist to sophomore year?



… at 2-year colleges?

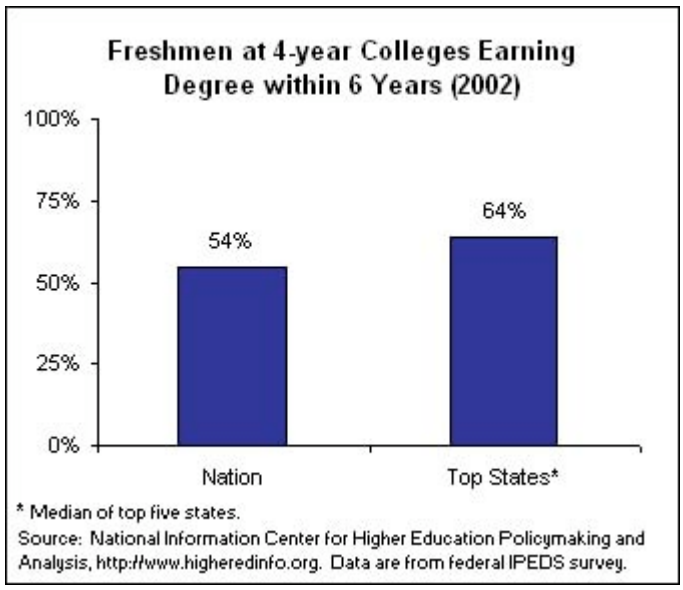


Postsecondary Attainment, continued

Are college retention rates improving over time?

Retention Rates at 4-Year Colleges in Fall 1988	Retention Rates at 4-Year Colleges in Fall 2001	Nation's Improvement	Top Improver (NV)
74.8%	73.6%	- 1.2	+ 12.3

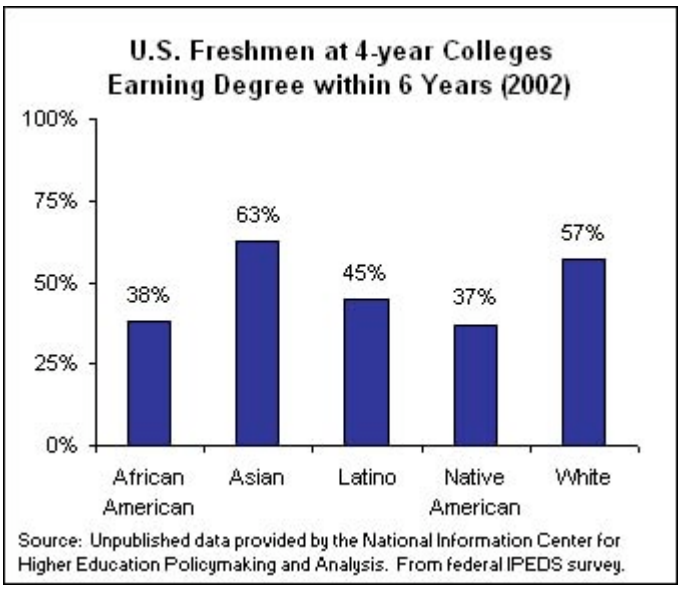
How many graduate from college?



* Median of top five states.

Source: National Information Center for Higher Education Policymaking and Analysis, http://www.higheredinfo.org. Data are from federal IPEDS survey.

Are college graduation rates equitable?



Source: Unpublished data provided by the National Information Center for Higher Education Policymaking and Analysis. From federal IPEDS survey.

Are college graduation rates improving over time?

6-Year Grad Rate from 4-Year Institutions in 1997	6-Year Grad Rate from 4-Year Institutions in 2002	Nation's Improvement	Top Improvers*
52.2%	54.3%	+ 2.1	+ 10

* Median of top three states (AK, DE and WY).

III. Aligning High School, College and Workplace Expectations

III. Aligning High School, College and Workforce Expectations

Goal for Session: *To identify strategies for ensuring that a high school diploma signifies that students are prepared for postsecondary education and work.*

Problems

1. **High school standards in most states *do not reflect* requirements for success in credit-bearing coursework in college or entry-level, well-paying jobs.**
   - Few states have had employers and college faculty verify that high school standards reflect their requirements for success.

2. **High school students in most states are *not required* to complete a college- and work-ready curriculum to graduate from high school.**
   - Only two states (Arkansas and Texas) require all students to complete at least three years of rigorous math through Algebra II. Parents must "opt out" if they wish their students to complete a lesser diploma.

3. **Few states have high school tests that measure college and work readiness.**
   - Most high school tests measure 8th, 9th or 10th grade skills.
   - Colleges rarely use scores on high school tests for admissions or placement, requiring students to take additional tests for these purposes.

4. **Few states have the ability to determine how high school graduates perform in college or on the job and therefore lack the data to inform high school improvement efforts and hold high schools accountable.**
   - Few states collect data on how successful high school graduates are once they get to college, including the percentage of college freshmen needing remediation, returning for their sophomore year and graduating from college.

Solutions

1. **Align high school standards to college and workplace expectations.**
   - Higher education systems in California, Kentucky and Oklahoma have established "remediation-free" standards to clarify what incoming students need to know to place into credit-bearing courses.
   - Oregon has identified the level of knowledge and skill needed for college entry and aligned this with the state's high school standards.

2. **Upgrade the high school curriculum.**
   - Arkansas and Texas have made a college- and work-preparatory curriculum the "default" — all students will be automatically enrolled in such a course of study unless parents specifically choose not to have their students participate.
   - When the San Jose Unified School District in California required all students to follow the college-preparatory curriculum required for admission to the University of California system, test scores of black 11th graders increased nearly seven times as much as those of other black students across the state.

3. **Create college- and work-ready tests.**
   - The California State University system supplements the state 11th grade test with a set of college-ready questions to use in admissions and placement decisions.
   - Texas uses the same test — but different scores — for high school graduation and college placement.
   - Michigan policymakers have agreed to replace the state's high school exam with a college-ready test.

4. **Measure progress of students from entry into the K–12 system through high school and into college and the workplace. Hold high schools and higher education accountable for students' postsecondary access and success.**
   - Florida has created a unified data system, combining information on the performance of students in high school with data on their performance in postsecondary education.
   - Kentucky's higher education system measures and rewards students' postsecondary access and success. Since this system was put in place, college-level course taking in high school has increased by 350 percent.

Questions for Summit Participants

- How can you build public understanding and will in your state for raising standards in high schools? Will most educators and parents agree that all students can and should achieve college and work readiness? What role can business and postsecondary leaders play?

- How can your state phase in higher standards and graduation requirements over time to better reflect the requirements for success in credit-bearing college courses and well-paying jobs?

- What will it take to build college- and work-ready tests into your state's high school assessment system? Are there opportunities for the K–12 and postsecondary systems to work together on this?

- What will motivate higher education to make student performance on state high school assessments a key factor in placement or admissions decisions?

- What will it take to build a data system in your state that allows you to track student progress from elementary, middle and high school through postsecondary education and the workplace? What are the benefits of putting such a system in place? What are the barriers to doing it?

- Are postsecondary institutions in your state held accountable for increasing access, retention and completion of enrolled students?

IV. Redesigning High Schools

IV. Redesigning High Schools

Goal for Session: *To identify approaches that ensure all high schools are designed to prepare students for successful transitions to work, college and citizenship.*

Problems

1. **Today's high schools have yesterday's mission.**
   - High schools are fulfilling their historic mission, but this mission does not reflect today's economic realities. High schools today graduate 35 percent of students college-ready. This production does not match society's needs, as three-quarters of the top 50 fastest-growing jobs require education beyond high school.
   - Changing demographics make the outdated high school mission a national civic challenge. The fastest-growing segments of most states' high school populations and the future workforce are groups that drop out of high school at the highest rates: immigrants, minorities and youth from low-income families. Even one year of postsecondary education increases lifetime earnings by as much as 15 percent per year. The nation needs these increased wages to reduce poverty and support the baby boom generation's retirement.
   - For every 10 students who start high school, seven will get a diploma, only four will enroll in a postsecondary institution and fewer than two will complete a bachelor's or an associate's degree in a timely manner. Even fewer African American and Latino youth complete high school and make a successful transition to college.

2. **Too many students arrive unprepared for high school work.**
   - About 70 percent of students are reading below grade level when they enter the 9th grade.
   - Among our nation's 8th graders who participated in the National Assessment of Educational Progress in mathematics, 33 percent fell below basic, 40 percent reached the basic level and only 27 percent reached the proficient level.

3. **Too many students are disengaged and fall through the cracks.**
   - In a survey of high schools students, about 40 percent reported they were just going through the motions; more than one-third reported they neither tried hard nor paid attention in class.
   - In a national poll of recent high school graduates, 80 percent reported that they should have taken more rigorous classes in high school.
   - The United States ranks 16th out of 20 Organisation of Economic Co-operation and Development (OECD) countries in high school graduation rates. When *A Nation at Risk* was published in 1983, the nation's graduation rate was 74 percent. By 2000, it had declined to 67 percent.
   - Only 56 percent of African American students and 52 percent of Latino students actually graduate from high school, compared to 78 percent of white students.

Solutions

1. **Reorganize low-performing high schools first — those that fail to educate a majority of their students to even minimal standards.**
   - Make intervention in the lowest-performing high schools your state's top priority. School districts in California, Illinois, Massachusetts and New York are aggressively closing down large, urban comprehensive high schools that are persistently failing. In their place, state and local leaders are opening small, accountable high schools.
   - Make local district leadership a partner in turning around low-performing schools. Require that high school improvement plans be based on research-based effective practices, and use models that have been shown to raise performance, such as High Schools That Work, from the Southern Regional Education Board; the Talent Development High School, from Johns Hopkins University; and America's Choice, from the National Center on Education and the Economy.

2. **Expand high school options in all communities to engage all students in preparing for college and work.**
   - Regularly assess student progress toward meeting high school, college and work readiness standards. Texas' personalized graduation plans and individual study guides and Florida and Oklahoma's SAT/ACT preparation testing inform instruction, curriculum and teacher training.
   - Encourage the development of a range of high school options that provide a rigorous college- and work-ready curriculum that may include existing high schools, "schools-within-schools," online or virtual high schools, and small high schools created by local communities.
   - Expand and finance college-level learning opportunities in high school. For example, various types of early college programs in Ohio, North Carolina, Utah and Washington give students the opportunity to accelerate learning and earn an associate's degree along with the high school diploma in four to five years.

3. **Provide support to low-performing students.**
   - Help more students meet high standards by providing multiple opportunities for testing and by developing and funding statewide efforts that may include online tutorials, intensive intervention programs and summer academies. Massachusetts, Pennsylvania and Virginia have extended learning opportunities in the 9th grade, including summer school, before and after school, and during elective periods to help students get on track to take college-prep classes by 10th grade.

Questions for Summit Participants

- How must high schools change if their job is to make sure that all of their students graduate with a common core of knowledge and skills necessary for postsecondary education and well-paying jobs? What can your state do to help bring about those changes as rapidly as necessary?

- Once your state identifies low-performing high schools, what happens to them? Does your state education agency have the capacity — the expertise and resources — to effectively intervene in those schools? Do your local districts have the capacity?

- Does your state adequately invest in extra help for high school students who are not meeting standards? If not, why not? How do you know if the academic support programs you are funding are making a difference?

V. Strengthening Teaching and School Leadership

V. Strengthening Teaching and School Leadership

Goal for Session: *To identify strategies for ensuring all high school students have access to the effective teaching and school leadership they need to graduate ready for college and work.*

Problems

1. **Too many high school classes are taught by teachers who do not have a solid background in the subject.**
   - Nationally, one out of four secondary classes in core academic subjects is assigned to a teacher lacking even a college minor in the subject being taught. Classes in high-poverty schools are 77 percent more likely to be assigned an out-of-field teacher than classes in low-poverty schools are.
   - The rates of out-of-field teaching are particularly high in mathematics. Nationwide, more than one-third (35 percent) of secondary-level math classes are taught by someone lacking even a minor in math or a math-related field. Nearly half (49 percent) of math classes in high-poverty schools and 44 percent of math classes in high-minority schools are taught by someone teaching out of field.
   - More than half of entering high school students in the largest urban districts are reading at the 6th grade level or below, yet few high school teachers, including English teachers, have been trained to teach struggling readers in their subject areas.

2. **The systems and tools for improving instruction in high schools are not well developed.**
   - There is less evidence about effective curriculum and instructional practices in high school than there is in elementary school. There also is a weaker research base on teaching English language learners and students with special needs.
   - Diagnostic and end-of-course assessments that provide data to inform instructional improvement are not used widely.
   - State and local investments in teacher professional development are not used effectively. One national study estimates that less than a third of the training teachers receive involves in-depth study in their particular subject. An audit for one large urban district found that 77 percent of the $23.5 million spent on professional development was not aligned with the district's priorities.

3. **High school teachers often underestimate their students' postsecondary plans and needs.**
   - In a recent survey, secondary school teachers responded that they believe only about half of their students will attend a two- or four-year college. In fact, 75 percent of high school graduates enroll in postsecondary institutions within two years of completing high school, and growing numbers will need some postsecondary education to be prepared to get a good job.

4. **The job of the high school principal — always a demanding one — is getting more demanding. Expectations and accountability for school performance are increasing and threaten to outstrip the preparation, support and authority principals receive.**
   - School districts with the greatest concentrations of poverty, the most challenging conditions and the lowest salaries find it increasingly difficult to attract and retain candidates for the principalship.

Solutions

1. **Improve teacher knowledge and skills.**
   - Create or revise standards for what high school teachers should know and be able to do in their subjects.
   - Incorporate teacher knowledge standards into performance-based licensure requirements — including subject matter tests that teachers must pass to become certified. Connecticut has created a tiered licensure system that requires teachers to demonstrate increasingly higher levels of knowledge and skills to earn each successive level of license.
   - Institutions of higher education should redesign teacher preparation programs and be held accountable for success in preparing candidates to meet standards. Louisiana required all of its schools of education to undergo a redesign process and has created new program approval standards that include indicators of the quality of their graduates. The state is planning to add a component measuring graduates' impact on student achievement.

2. **Create and target recruitment incentives to attract teachers where they are needed most, and provide supports to keep them there.**
   - Louisiana's system of program approval for its teacher education programs includes incentives for increasing the number of graduates entering critical shortage subject areas and working in districts that are chronically hard to staff. It also monitors the retention of graduates after three years.
   - North Carolina surveys teachers about working conditions and is using the information to address teacher concerns and better retain teachers where they are needed most.
   - Mississippi offers a variety of monetary incentives to encourage teachers to teach in schools and subjects with critical shortages.
   - California and New York are among the states that provide financial incentives for teachers certified by the National Board for Professional Teaching Standards to teach in high-need schools.

3. **Improve principal recruitment, preparation and professional development.**
   - State and local education leaders should work together to define more clearly the role of the high school principal as instructional leader, provide principals with the necessary authority over budget and personnel to carry out their role effectively, and hold them accountable for results.
   - States need to rethink principal licensure and training to make training more school based and to provide future principals with on-the-job experience.
   - States should target recruitment incentives and programs to attract minorities, identify and attract teachers with leadership skills that make them good candidates for becoming future principals, and attract effective principals to low-performing schools.

Questions for Summit Participants

- How can your state ensure teachers and principals are adequately trained to teach and lead effectively in redesigned high schools with higher expectations for all students?

- How can your state more effectively hold postsecondary institutions accountable for the quality of the teachers and principals they prepare?

- Over the last decade we have made very little progress in reducing the number of teachers teaching out of field. What is it going to take to address this problem in your high schools?

- What will it take to get effective teachers and principals to work in high-poverty and low-performing high schools?
    - Will the existing compensation system attract and retain the quality candidates your students need?
    - How do the current practices for assigning teachers and principals to schools need to be changed?

VI. Call to Action

VI. Closing Session: A Call to Action

Goals for session: *To identify the most important ways the federal government can support state leadership to improve high schools, and to identify the most important action steps Summit participants can take to move this agenda forward in their states.*

Proposals for Federal Action

There are a number of significant opportunities in this Congress to align federal education policy with state high school reform initiatives and support a seamless education system from preschool to postsecondary education. President Bush has proposed a package of high school reform initiatives, and Congress will consider the reauthorization of the Higher Education Act and the Carl D. Perkins Vocational Education Act, as well as the reauthorization of Head Start.

This tab contains brief descriptions of the administration's proposal and the programs scheduled for reauthorization.

A Call to Action

The final session will call on governors and business, education and foundation leaders to identify the most significant steps they will take to translate the Summit discussions into action in their states. Specific state strategies are outlined in *An Action Agenda for Improving America's High Schools* in the front pocket of this briefing book.

Education Bills Scheduled for Reauthorization

109th Congress

In the 109th Congress, three of the five major education laws — Head Start, the Carl D. Perkins Vocational and Technical Education Act (Perkins), and the Higher Education Act (HEA) — are scheduled for reauthorization. Congress reauthorized the Individuals with Disabilities Education Act last year.

Head Start (P.L. 105-285)

Head Start provides comprehensive child development services to serve low-income children (ages birth to 5), pregnant women and families. The program is intended to improve the school readiness of young children in low-income families by providing a range of individualized services in the areas of education and early childhood development; medical, dental and mental health; nutrition; and parent involvement. Head Start programs adhere to performance standards to ensure the highest possible quality of services. Each year, Head Start serves more than 900,000 children.

The Head Start program is administered by the Head Start Bureau; the Administration on Children, Youth and Families (ACYF); the Administration for Children and Families (ACF); and the U.S. Department of Health and Human Services (HHS). Grants are awarded to local public agencies, private non-profit and for-profit organizations, Indian Tribes, and school systems to operate Head Start programs at the community level.

Carl D. Perkins Vocational and Technology Education Act of 1998 (P.L. 105–332)

The Carl D. Perkins Vocational and Technical Education Act (Perkins) supports a broad range of career and technical education and services in high schools, community colleges, and career and technical centers to develop the academic, vocational and technical skills of secondary and postsecondary students. Perkins is intended to prepare students to succeed in the workplace, as well as in postsecondary education.

The Perkins programs are administered by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). The majority of funds appropriated under the Perkins Act are awarded as grants to state education agencies. Perkins is the single largest federal source of funding for high schools.

Higher Education Act of 1965 (P.L. 105-244)

The Higher Education Act (HEA) provides student financial assistance that enables expanded access for all students to higher education institutions; ensures affordability for low- and moderate-income families; and provides for federal programs to strengthen graduate education, minority-serving institutions and international education. HEA also provides support for teacher training, development and recruitment activities. Additionally, HEA authorizes discretionary grant programs to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

The U.S. Department of Education, Office of Postsecondary Education (OPE) administers more than 40 programs authorized in HEA. Federal Student Aid (FSA) administers student financial assistance programs.

NO CHILD LEFT BEHIND

FY 2006 Budget Facts: Bringing NCLB To The High School Level

President Bush has called recent evidence of poor performance by America's high schools "a warning, and a call to action." Only 68 of 100 9th graders in our public schools will graduate on time, and only 18 of those will go on to obtain a college degree. In addition, recent international assessments show that our high school students score well behind those of other nations in key subjects like mathematics. Since most well-paying jobs in our technology-based, globally competitive economy require at least some postsecondary education, the failure to prepare our high school students with the knowledge and skills to succeed literally places our national prosperity at risk.

In response, the President's 2006 request includes a comprehensive proposal that builds on the stronger accountability of No Child Left Behind to improve the quality of secondary education and ensure that every student not only graduates from high school, but graduates prepared to enter college or the workforce with the skills to succeed. The President's budget provides nearly $1.5 billion for his High School Initiative, which includes a High School Intervention program and new High School Assessments, along with an additional $329 million for related proposals:

- **$1.24 billion for a High School Intervention initiative** that would focus on strengthening high school education and providing specific interventions, including assessment-based performance plans for each student, designed to improve the academic achievement of students at greatest risk of not meeting challenging State academic standards and not completing high school.
- **$250 million to help States develop and implement new High School Assessments** in reading/language arts and mathematics. The proposal would provide State formula grants to add, by the 2009–2010 school year, annual assessments at two additional high school grades, which along with the one grade currently required by NCLB would ensure that students are assessed at least three times during high school. The request also includes a $22.5 million increase for the National Assessment of Educational Progress to implement State-level assessments in reading and mathematics at the 12th grade in 2007.
- **A $175 million increase for the Striving Readers program**, funded for the first time in fiscal year 2005, to significantly expand the development and implementation of research-based interventions to improve the skills of teenage students who are reading below grade level.
- **$120 million for a new Secondary Education Mathematics Initiative** under the Mathematics and Science Partnership program that would provide competitive grants to accelerate the mathematics learning of secondary-school students.
- **A $22 million increase for the Advanced Placement program** to expand the availability of Advanced Placement and International Baccalaureate programs in schools with large populations of low-income students and to train teachers for those programs.
- **$12 million for State Scholars Capacity Building** to increase the number of States implementing State Scholars programs, which encourage high school students to complete a rigorous four-year course of study. This proposal would complement a $33 million request for Enhanced Pell Grants for State Scholars, which would increase Pell awards by up to $1,000 for students who complete a State Scholars program in high school.

Acknowledgments

The 2005 National Education Summit on High Schools would not have been possible without the hard work and dedicated efforts of many individuals and organizations. Achieve and the National Governors Association would like to thank all those whose contributions helped make the Summit a success.

First, we'd like to thank the companies and foundations that helped finance the Summit. Prudential Financial, Washington Mutual, State Farm, Intel Foundation and IBM Corporation provided the full range of resources necessary to plan and carry out the Summit. The Bill & Melinda Gates Foundation also provided support for Summit planning activities and publications.

Second, we would like to thank our partner organizations, Business Roundtable, the James B. Hunt Institute and the Education Commission of the States, for collaborating with us on this important event. In particular we'd like to thank Susan Traiman from the Roundtable, Judith Rizzo from the Hunt Institute and Charles Coble from the Education Commission of the States for their advice and counsel.

Achieve also would like to thank the key staff who represented the governors and business leaders from our board and helped provide strategic advice and direction as we planned the Summit: Mary O'Malley and Lata Reddy from Prudential Financial; Susan Bodary from Governor Taft's office; Marc Frazer from Washington Mutual; Sue Carnell from Governor Granholm's office; Kathy Havens Payne from State Farm; Donna Cooper from Governor Rendell's office; Cathleen Barton from Intel; Lucille Davy from Governor Cody's office; Virgina Fox from Governor Fletcher's office; and Dale Bertsch from Governor Rounds' office.

NGA would like to thank the following members of the Redesigning the American High School Task Force for their strategic advice and support: Virginia Governor Mark R. Warner, Arkansas Governor Mike Huckabee, Maine Governor John Baldacci and Ohio Governor Bob Taft. We also would like to thank the other state officials and members of the governors' staffs who provided guidance: Virginia Secretary of Education Belle Wheelan, Maine Commissioner of Education Susan Gendron, Suzette Denslow and Eileen Filler-Corn from Governor Warner's office, Terri Hardy from Governor Huckabee's office, and Susan Bodary from Governor Taft's office.

Thanks to Adam Kernan-Schloss, Bonnie Jacob, Kathy Ames, Jessica Palmer, Shona Stanish, Jay Christian and their colleagues at KSA-Plus Communications for managing the design and production of these materials.

Thanks also to independent consultants Karen Glass and David Whitman for their editorial support on the action agenda and to Craig Jerald for his help with the state data profiles.

Special thanks are due to IBM for its support of the Summit Web site. In particular, we would like to thank Stanley Litow and Robin Willner for their leadership and James Amsterdam, Kim Foland, Steve Griswold, Stephen Hammer, Robin Lunceford, Gary Reiss, Elise Torrado and Dave Womack of the IBM Web team for their contributions.

Thanks to Shep Ranbom, Matt Maurer, Lani Poblete, Albert Lang and Perry Grossman of CommunicationWorks for their support with Summit communications and media outreach.

Thanks also to Beth Singer, Howard Smith, Chris Hoch and Lisa DiConsiglio of Beth Singer Design for designing the Summit stage set, signage and lighting.

Finally, special thanks are due to the many dedicated staff of Achieve and NGA who made the Summit a priority over the past few months. Achieve's work was led by Michael Cohen, Matthew Gandal and T. Jason Weedon. Christine Tell, John Kraman, Tiffany Pache, Ronn Robinson, Vickie Barber, Sonja Jerome and James MacDonald also provided invaluable support. Onsite assistance and support provided by Eveline Carpenter, Mara Clark, JoAnne Eresh, Kaye Forgione, Laura McGiffert, Levon Saunders and Jean Slattery.

NGA's work was led by Raymond C. Scheppach, John Thomasian and Dane Linn, all of whom deserve special thanks. Thanks also is due to Ilene Berman, Kristin D. Conklin, Bridget Curran and Joan Wodiska, who were essential to this work. NGA's communications expertise was provided by Christine LaPaille, with support from Kimberly-Ann Boyer, John Blacksten, Jeff Green and Jodi Omear.

Finally, many of the logistics were handled by NGA staff members: Susan Dotchin, Kaye Habetler, Renee Rucker, Janice Webb-Blanc, Darla Ralston, Maxine Worthy, Laura Shiflett, Tess Moore and Suzan Weihofen. Further support came from the staff of the Education Division at the NGA Center for Best Practices: Anna Lovejoy, Cardella Mingo and Elisabeth Wright. Karen Krause of NGA's Social, Economic, and Workforce Programs Division also provided assistance. Kevin Silard and Colleen O'Reilly of NGA's Office of Corporate Relations provided essential help and support in recruiting CEOs and corporate fellows for the Summit.

The following corporations and foundations generously provided support for the 2005 National Education Summit on High Schools:

Prudential Financial

Washington Mutual

State Farm

Intel Foundation

IBM Corporation

The Bill & Melinda Gates Foundation also provided support for Summit planning activities and publications.

Subscribe

Advertisement

OPINION

Readers respond: Diplomas should not be participation trophies

Updated: Oct. 12, 2023, 10:05 a.m. | Published: Oct. 09, 2023, 7:00 a.m.

By **Letters to the editor | The Oregonian**

I attended last month's Oregon State Board of Education meeting. ("Oregon board delays vote to freeze math, reading grad requirement for four more years after pushback," Sept. 28).

While waiting for my turn to testify against Oregon's new sex-ed state standards, I heard Board Chair Guadalupe Martinez Zapata explain her support for suspending the essential skills test grad requirement using an analogy of a thermometer. "Does a thermometer cure a patient of their illness?" she asked rhetorically and then continued, "An assessment does not provide learning for a student. It diagnoses whether the student has been able to learn or not."

Advertisement

In other words, the board chair wants to award high school diplomas based on what's been taught rather than what's been learned. A high school diploma that is little more than a participation trophy does no one any favors.

A standard high school diploma has always been proof to the public and employers that a graduate has learned essential basic reading, writing and math skills. In 2021, the president of the Oregon Business Council explained that the requirement was crucial. Today it is even more necessary given valid concerns about "equitable" grading and increased opportunities for plagiarism, especially using new artificial intelligence tools such as ChatGPT and the like.

Oregon's future, which likely includes $40 billion of federal CHIPs act-related investment and 6,300 new jobs, depends on its educated workforce.

Already a subscriber? Please sign in

You pay for streaming. Support journalism, too.
True stories have value.

Contribute now so that others can stay informed.

$1 contribution

$5 contribution

MOST GIVING

$10 contribution

Contribute Today

It's time for the governor-appointed education board to take the temperature in the room.

Mary Miller, Beaverton

Advertisement

To read more letters to the editor, go to oregonlive.com/opinion.

ROSENBERG Corey * ODE

From: Ozella Rinehold <Ozella.Rinehold.666769965@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:52 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ozella.rinehold.666769965@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon students' academic achievement is already too low, and further lowering standards would leave them unprepared for the future.

Diplomas are not participation trophies! Suspending graduation standards degrades the value of an Oregon high school education, and do grave damage to students.

Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ozella Rinehold

ROSENBERG Corey * ODE

From: Peter Durkee <Peter.Durkee.666762520@grsdelivery.com>
Sent: Wednesday, October 18, 2023 5:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from peter.durkee.666762520@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Please listen to me your Tax Payer!! I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Peter Durkee

ROSENBERG Corey * ODE

From: Amy Szeliga <amy_szeliga@soesd.k12.or.us>
Sent: Wednesday, October 18, 2023 6:35 PM
To: StateBoard Public Email
Subject: Public Comment: Health Education Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from amy_szeliga@soesd.k12.or.us. Learn why this is important

To the Oregon Board of Education:

My name is Amy Szeliga, and I am a special educator, autism consultant, and board certified behavior analyst, living and working in Southern Oregon for the past 7 years.

I am writing to express my support for the 2023 Health Education Standards, especially the comprehensive K-12 sexual and reproductive health standards.

Numerous studies around the world have shown that comprehensive sexuality education is closely tied to healthy social emotional learning, risk reduction, unintended pregnancy reduction, sexual violence prevention, and disease prevention.

The 2023 Health Education Standards ensure that young people are kept safe by providing young people age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and provide a holistic understanding of their role in promoting individual, family, and community safety and well-being. Young people in Oregon deserve age-appropriate, medically accurate information about sex and relationships without being shamed or judged.

Furthermore, the people who argue that children are “too young” to learn about gender development and gender identity are simply wrong. As a Pediatrician, I know that the understanding of gender identity begins when children are toddlers: 18-30 months of age. An initial understanding of their own gender identity is usually formed by age 3-4 years.

As an autism consultant, the intersectionality between neurodivergence and gender expansive identities while still being researched, is significant. It creates a critical need for medically accurate information about sex and relationships, building awareness of the existence of neurodivergence, and providing students with safe and compassionate language to describe their own identities, as well as identities of their peers, family members, and the many individuals that create the community found within public education.

The Board of Education of the State of Oregon has an obligation to follow evidence based practice that is in the best interest of its students and not bow to political pressure from misinformed and biased masses who have been coached in irrational and inaccurate fears. Research has shown that having one affirming adult in the lives of a student who is transgender, or identifies as a member of the LGBTQ+ community reduces the likelihood that a suicide attempt will occur. Providing educators with accurate curriculum content will allow adults to have accurate language to normalize and model how to address gender identity differences in a safe compassionate way.

These Health Standards will help keep students healthy and safe, allow them to better understand their role in their community and the world, empower them to stand up for and advocate for their own needs, and help them build compassion toward the diverse range of other humans sharing our existence.

I urge the Board to adopt the 2023 Health Education Standards.

Thank you-
Amy Szeliga

Amy Szeliga
Autism Consultant
SEE-KS Learning Engagement Mentor
SOESD EA President
Pronouns: She/Her
Autism Department
101 North Grape Street
Medford, OR 97501
541-776-8578
amy_szeliga@soesd.k12.or.us

ROSENBERG Corey * ODE

From: Ben Manny <Ben.Manny.666758859@foradvocacy.com>
Sent: Wednesday, October 18, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ben.manny.666758859@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Lowering standards does the opposite of increasing the knowledge, skills, and general preparation for student success. Focus needs to be on addressing the causes of low academic performance - not lower the bar needed to graduate.

I ask the Board to permanently table the proposal to drop the critical skills standard needed for High School graduation.

Regards,
Ben Manny

ROSENBERG Corey * ODE

From: Bill & Gladys Caddy <BillampGladys.Caddy.666775625@advocatefor.me>
Sent: Wednesday, October 18, 2023 7:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from billampgladys.caddy.666775625@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

As former educators it is devastating to see this potential failure and to fully recognize what it would mean to our future generations. We can't think of anything that could do more to destroy education. This must be stopped.

Regards,
Bill & Gladys Caddy

ROSENBERG Corey * ODE

From: Brittany Turco <Brittany.Turco.666814496@advocacymessages.com>
Sent: Thursday, October 19, 2023 8:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from brittany.turco.666814496@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am highly opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

In June of 2023, Governor Kotek said “My vision is to make sure every child is successful and has a safe place to receive a high-quality public education. We have work to do to build toward that vision.” And this is the opposite of that goal and vision.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brittany Turco

ROSENBERG Corey * ODE

From: Chuck Cogburn <Chuck.Cogburn.666761693@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 5:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from chuck.cogburn.666761693@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am absolutely opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future. I have employees who cannot read or perform simple arithmetic problems. The majority have told me it was the high schools fault.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Oregon schools are some of the lowest-ranked in the nation. As the Board of Education, your responsibility is to ensure our High Schools restore a focus on policies that will help increase excellence in academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Chuck Cogburn

ROSENBERG Corey * ODE

From: Craig Vernieu <Craig.Vernieu.666789666@forgrassroots.com>
Sent: Thursday, October 19, 2023 12:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from craig.vernieu.666789666@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies ! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the members of the Board of Education, you must restore a focus on policies that will help increase academic outcomes, or else YOU are the REAL racists and bigots. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask--no, COMMAND--you, the members of the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Craig Vernieu

ROSENBERG Corey * ODE

From: Dave Beatty <banzaibeagle@hotmail.com>
Sent: Wednesday, October 18, 2023 6:20 PM
To: StateBoard Public Email
Subject: DO NOT SUSPEND GRADUATION REQUIREMENTS!

Follow Up Flag: Follow up
Flag Status: Flagged

[You don't often get email from banzaibeagle@hotmail.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Oregon ranks near the bottom in the nation in student knowledge because you have failed at your job. America needs smart high school graduates who are knowledgeable and proud of the true history of their country - instead you are raising a bunch of obese imbeciles. America needs high school graduates prepared for life in the 21st century not a bunch of slugs destined for life on some sort of starliner out of the movie WALL-E. We need kids who can read, write, and cipher. Do your job!

Angrily,

David Beatty

ROSENBERG Corey * ODE

From: Dennis Schultz <Dennis.Schultz.666776011@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from dennis.schultz.666776011@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice. Once again Oregon is in the news for all of the wrong reasons.

I ask the Board to permanently table the proposal to suspend these critical graduation standards. I can't believe that we are even having this discussion considering Oregon's rank in k-12 education within the country.

Regards,
Dennis Schultz

ROSENBERG Corey * ODE

From: Donald Grafton <donaldrgrafton@gmail.com>
Sent: Wednesday, October 18, 2023 8:34 PM
To: StateBoard Public Email
Subject: High School Graduation Requirements

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from donaldrgrafton@gmail.com. Learn why this is important

Greetings,

I oppose the suspension of the assessment of essential skills.

1. The people of Oregon have the right to know whether or not the schools are effective since we fund them with our property taxes.
2. Rather than removing standards, we ought to be raising them--equally across all demographics.

ROSENBERG Corey * ODE

From: Glen Lettenmaier <Glen.Lettenmaier.666767174@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from glen.lettenmaier.666767174@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

PLEASE NOTE - As literately the first person in Oregon able to retake my GED by Law though Barbara Roberts efforts because of the country wide minimum requirements in GPA and C or better Algebra combined score. I was able to obtain the highest GPA score ever made in Oregon on my retaken GED and still am ranked one of the highest scores made. I was able to graduate as a Licensed Oregon Electrician and became a Oregon Supervisor Electrician and a Oregon Electrical Contractor. My deepest appreciation to the visionary Barbara Roberts was on how important a education is and today even more important for the future of the highly trained Electrical Industry.

I am totally dishearten with any consideration of reducing the scholastic achievement down to a basically a pass or fail diploma that would NOT MEET the requirements for someone looking for a Electricians carrier they would be totally exempt without the GPA score. These minimum requirements can be verified by the IBEW "International Brotherhood of Electrical Workers" Union which these requirements are standard Nation wide.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Glen Lettenmaier

ROSENBERG Corey * ODE

From: Heathyr Nance <Heathyr.Nance.666778587@advocacymessages.com>
Sent: Wednesday, October 18, 2023 8:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from heathyr.nance.666778587@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I have children that graduated out are graduating from Oregon schools. My last is struggling because curriculum is very Willy Nilly!!! We need strong education curriculum so that our kids feel confident and are learning!! We want them to feel that they can compete against others In college!! Do not just pass kids because your are inept at your job!! Hello then to want to be great by LEARNING!!!!!

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Heathyr Nance

ROSENBERG Corey * ODE

From: heidigeschwill@icloud.com
Sent: Wednesday, October 18, 2023 9:08 PM
To: StateBoard Public Email
Subject: Oppose suspension of graduation standards

Follow Up Flag: Follow up
Flag Status: Flagged

[You don't often get email from heidigeschwill@icloud.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Dear Sir or Madam,
I oppose the idea of suspending graduation standards. To say that applying standards is bigotry and racism, is to say that you don't believe students of certain races are capable of meeting standards. I don't propose to know what races you believe are so dumb they can't meet certain standards. We must have standards. Children thrive when they have a goal and their teachers are enthusiastic. The Oregon school system is a very expensive daycare system as seen by the dismal academic outcomes of many students.

Sincerely,
Heidi Geschwill

ROSENBERG Corey * ODE

From: Jill Nuttbrock <jill.eliza28@gmail.com>
Sent: Wednesday, October 18, 2023 7:03 PM
To: StateBoard Public Email
Subject: Graduation Standards

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from jill.eliza28@gmail.com. Learn why this is important

I am concerned about intentions to change graduation standards. I believe that the goal should be preparing students to succeed in life. Reading, writing, mathematics and comprehension are a few of the skills needed to be a productive member of society. What is the point of walking someone through a graduation ceremony when they haven't earned it? Perhaps the board of education wants their graduation rate to be higher but this isn't the way to do it. A diploma is not valuable or valid unless it's earned. Please don't lower the standards because if you do, we'll all lose.

Respectfully,
Jill Nuttbrock

ROSENBERG Corey * ODE

From: John Ames <John.Ames.666767543@yourconstituent.com>
Sent: Wednesday, October 18, 2023 6:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from john.ames.666767543@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education suspending the Assessment of Essential Skills for another four years.

Oregon student's need more not less preparation for the complex technical and political world in which we live and work. That means being able to read and write with understanding in both directions.

If they can't do that, they need to work on these skills until they are proficient.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Ames

ROSENBERG Corey * ODE

From: Karla Camara <kkaror6@gmail.com>
Sent: Wednesday, October 18, 2023 5:45 PM
To: StateBoard Public Email
Subject: Graduation Standards!!!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from kkaror6@gmail.com. Learn why this is important

WHY are you trying to "DUMB DOWN" students????????????
By not making them earn a Diploma, you are doing them a DIS-SERVICE!!!!!
You are leading them down the path to WELFARE!!!!!!!!!!!!

QUIT SCREWING WITH GRADUATION REQUIREMENTS!!!!!!!!!!!!!!!!!!!!

MAKE students earn it!!!!!!!!!!!!!!!!!!!!

ROSENBERG Corey * ODE

From: Kate Jaudes <Kate.Jaudes.666785525@p2a.co>
Sent: Wednesday, October 18, 2023 10:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from kate.jaudes.666785525@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

School is nothing more than daycare for big kids. They learn nothing, eat lunch and go home. This is a disgrace and all of you should be ashamed.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kate Jaudes

ROSENBERG Corey * ODE

From: Kelly Sloop <Kelly.Sloop.666769091@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from kelly.sloop.666769091@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice. Oregon students are not able to handle the college rigor and universities across the nation are starting to pass on Oregon applicants. Our state government and Oregon Department of Education lack foresight on the consequences of their actions. Bragging about increased graduation rates runs hollow when the fact is the competencies for graduation have been removed and students are no longer required to be competent in writing composition. Studies show many Oregon college freshman drop out because they can’t keep up academically because our schools do not prepare them for college!

I ask the Board to permanently table the proposal to suspend these critical graduation standards. Oregon needs to maintain the standards in order to be in alignment with the rest of the nation regarding education!

Calling concerned and informed Oregonians racist or bigots is truly disrespectful and portrays Chair Guadalupe as a bigot, herself and bully.

Regards,
Kelly Sloop

ROSENBERG Corey * ODE

From: Kevan Fox <Kevan.Fox.666752738@foradvocacy.com>
Sent: Wednesday, October 18, 2023 4:58 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from kevan.fox.666752738@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed in life is dereliction of duty to the tax payers who fund our schools and especially our children who attend them. Do your job!

I ask the Board to permanently table/ rescind this pathetic proposal to suspend these critical graduation standards. Rescind it for our children!

Regards,
Kevan Fox

ROSENBERG Corey * ODE

From: Lisa Venable <Lisa.Venable.666804433@forgrassroots.com>
Sent: Thursday, October 19, 2023 6:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from lisa.venable.666804433@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am writing in opposition to the proposal to suspend graduation requirements. An Oregon diploma would become meaningless. Diplomas are not participation trophies.

Suspending graduation standards would further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Venable

ROSENBERG Corey * ODE

From: Lori Dietzman <Lori.Dietzman.666805117@advocatefor.me>
Sent: Thursday, October 19, 2023 6:12 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from lori.dietzman.666805117@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Maybe it’s time to increase the standards and pay for teachers instead of lowering standards for students. This state has been failing for years with graduation rates. Your attempts to make your education efforts appear to be successful are obvious. Truly pathetic!

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lori Dietzman

ROSENBERG Corey * ODE

From: Robert Foege <Robert.Foege.666782870@foradvocacy.com>
Sent: Wednesday, October 18, 2023 9:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from robert.foege.666782870@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Furthermore, you are in serious dereliction of your duty. Your duty is to educate children each according to his or her ability. Not to destroy the standards of education

Regards,
Robert Foege

ROSENBERG Corey * ODE

From: ROBERTA ZACUR CAREY <ROBERTAZACUR.CAREY.666773140@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from robertazacur.carey.666773140@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

TO ALL BOARD MEMBERS:
I SPENT 32+ YEARS OF MY LIFE EDUCATING OUR YOUTH HERE IN OREGON. I AM IN TOTAL DISBELIEF THAT ANYONE, AND ESPECIALLY THE MEMBERS OF THE STATE BOARD OF EDUCATION WOULD EVEN CONSIDER THE PROSPECT OF LOWERING THE STANDARD REQUIRED FOR A HIGH SCHOOL DIPLOMA.

STOP THE WOKISM AND GET BACK TO WHAT YOUR JOB IS AND THAT IS TO PROVIDE A QUALITY EDUCATION FOR EVERY BOY/GIRL IN THE STATE OF OREGON. IT IS NOT TO LOWER THE STANDARD, IF ANYTHING YOU NEED TO RAISE THE STANDARDS SO OREGON GRADUATES FROM PUBLIC SCHOOLS ARE THE BEST EQUIPED TO MEET THE WORLD.

OUR YOUTH NEED MORE VOCATIONAL TRAINING ALONG WITH THE BASICS. STOP THE INFLUX OF COURSES THAT DO NOT TEACH THE BASIC NEEDS FOR EVERYONE: READING, WRITING, MATH. GET BACK TO THE BASICS, DON'T LOWER THE STANDARDS.

STUDENTS WILL RISE TO THE EXPECTATIONS SET BEFORE THEM. QUALITY TEACHERS WILL MAKE SURE THAT HAPPENS.

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
ROBERTA ZACUR CAREY

ROSENBERG Corey * ODE

From: Ron Goss <Ron.Goss.666750802@advocacymessages.com>
Sent: Wednesday, October 18, 2023 4:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from ron.goss.666750802@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

My wife and I and other members of our family are opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar is a disservice to all Oregon students and would only fail to prepare them for their best future.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are already some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a strategy doomed to fail.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Goss

ROSENBERG Corey * ODE

From: Russ Yahoo <russ.matlock@yahoo.com>
Sent: Wednesday, October 18, 2023 6:08 PM
To: StateBoard Public Email
Subject: Oppose suspending graduation requirements

Follow Up Flag: Follow up
Flag Status: Flagged

[You don't often get email from russ.matlock@yahoo.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

The suspension of graduation requirements has been a failure with many now lost to acquiring a job and being a valued individual you are not working in the best interests of students in Oregon Russ Sent from my iPad

ROSENBERG Corey * ODE

From: Sue Tompkins-Davis <Sue.TompkinsDavis.666455260@advocatefor.me>
Sent: Wednesday, October 18, 2023 8:46 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sue.tompkinsdavis.666455260@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

We the people are taxpayers that pay taxes for our children's education. As the Board of Education is hired and paid to teach our children basic skills to read, write, spell, math, history, science, physical education; there is absolutely NO reason for our children not to have a top notch education with basic skills to pursue their future! SHAME ON YOU PEOPLE AND THE UNIONS!!!

We the people should not have to fight for good education. Maybe our tax money should be better spent on private schools~

Thank you,

Sue

Regards,
Sue Tompkins-Davis

ROSENBERG Corey * ODE

From: Tanya Hufanga <Tanya.Hufanga.666764988@advocacymessages.com>
Sent: Wednesday, October 18, 2023 6:14 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from tanya.hufanga.666764988@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

It is ridiculous to not have boundaries and standard for children in the school. Why even go to school if not to learn the basics and be accountable for your own learning.

Thank you, Tanya Hufanga

Regards,
Tanya Hufanga

ROSENBERG Corey * ODE

From: Trevor Exline <Trevor.Exline.666776039@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 7:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from trevor.exline.666776039@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Trevor Exline

FOUNDATIONS FOR A BETTER OREGON

123 NE 3rd Ave.
Suite 208
Portland, OR 97232

betteroregon.org

October 18, 2023

Chair Guadalupe Martinez Zapata
Vice-Chair Jennifer Scurlock
Members of the Oregon State Board of Education

RE: Suspension of the Assessment of Essential Skills through the 2027-2028 School Year

Dear Chair Martinez Zapata, Vice-Chair Scurlock, and members of the Oregon State Board of Education,

On behalf of Foundations for a Better Oregon, I am writing regarding the proposed five-year waiver of Oregon's Essential Skills high school graduation requirement.

As Oregonians, we hold high expectations for students because we believe in the boundless potential of children. Our state's high school diploma—and the requirements necessary to achieve it—represent our shared aspirations for every child and our shared obligation to support all Oregon youth on their path to graduation.

Changes to diploma requirements deeply and personally impact all students and families, and create significant implications for educators and institutions. They can promote—or erode—public confidence in our public education system as a whole. We therefore believe **any significant change to Oregon's graduation requirements must be guided by a clear, equitable, and coherent vision of accountability that assures our state is reliably supporting students to meet diploma requirements.** Whatever system accountability measures or metrics our state ultimately pursues, **this vision must be designed in partnership with our most impacted students and their educators, and communicated clearly, accessibly, and often to students, parents, and communities.**

When state leaders remove or pause existing graduation requirements without proposing more effective and equitable alternatives, it risks leading Oregonians to believe that our state is lowering expectations to artificially mask disparities and improve outcomes. This impression sadly reinforces a false and deeply prejudiced narrative that certain student groups are inherently unable to meet high expectations based on their identity, zip code, disability, or circumstances. Nothing could be further from the truth.

Furthermore, removing requirements without proposing clear alternatives further confuses public understanding about Oregon's high school diploma—for instance, what is actually required for students to earn a diploma; what a diploma signifies for future opportunities; and how schools, school districts, and the state are supporting student success along the pathway to graduation.

FOUNDATIONS FOR A BETTER OREGON

123 NE 3rd Ave.
Suite 208
Portland, OR 97232

betteroregon.org

We urge state leaders to articulate a plan for holding Oregon's education system accountable to demonstrating whether and how it is supporting all students to meet graduation requirements. To uphold our high aspirations and expectations for students through graduation requirements, Oregon must hold equally high expectations for our education system to support all students along their paths to graduation. Our system must be equipped to provide high-quality, culturally responsive and personalized instruction that meets the unique needs and dreams of every child while also fulfilling our shared goals for all children to have the knowledge and skills they need to succeed and thrive in life.

When directed by the Oregon Legislature through SB 744 to review Oregon's diploma requirements, the Oregon Department of Education engaged in a wide-ranging community engagement process that uncovered strong areas of alignment around what Oregonians value and hope for all students, including what knowledge and skills our youth need in order to succeed and thrive in life. Unfortunately, our state is not building on that process by truly centering students, families, educators, and advocates to designs for system accountability and improvement.

We urge the State Board of Education to direct the Oregon Department of Education to engage in an inclusive and timely process to design equitable and meaningful improvements to Oregon's diploma requirements and accountability strategies that center our state's most impacted students, families, and communities.

Thank you for your consideration.

Sincerely,

Whitney Grubbs
Executive Director
Foundations for a Better Oregon

ROSENBERG Corey * ODE

From: FRANK and NANCY CARPENTER <untiedshoe@comcast.net>
Sent: Wednesday, October 18, 2023 1:43 PM
To: StateBoard Public Email
Subject: The Removal of Item 3A from the Board of Education Agenda.

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from untiedshoe@comcast.net. Learn why this is important

We are paying Taxes in support of the public school system that for almost a decade produced severely declining results. We want to know what the plan is to stem this out of control downward trend. We need to be informed. Ignoring our request for a hearing only adds to our distrust of politicians and bureaucrats when it comes to the welfare of our children. Please stop the senseless name calling and direct your attention to our well founded concerns. Graduation is high but basic skills are in sharp decline.

Sincerely,
Frank and Nancy Carpenter

ROSENBERG Corey * ODE

From: Michael Chase <michael@mfchase.com>
Sent: Wednesday, October 18, 2023 12:47 PM
To: StateBoard Public Email
Cc: rep.tracycramer@public.govdelivery.com
Subject: Oregon State Board of Education's proposal to suspend graduation standards

You don't often get email from michael@mfchase.com. Learn why this is important

A consent agenda is a tool used to streamline meeting procedures by collecting routine, non-controversial items into a group whereby all are passed with a single motion and vote. Every parent probably has a different opinion on graduation requirements depending on a number of factors that affect their everyday lives. Therefore, high school graduation requirements are not non-controversial and should not be considered within a consent agenda.

To insinuate that people opposed to the school board changing the requirements for graduation "were engaged in "misinformation," "bigotry," and "racism", is short sighted and not the quality of statements I would expect from our education department.

In today's world misinformation is undefined except by one or the other political party

Bigotry is defined as: An unreasonable attachment to a belief, opinion, or faction, in particular prejudice against a person or people on the basis of their membership of a particular group.

Racism is defined as: Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group.

People, who use these terms to describe opposition to their point of view, usually have not thought the situation through or lack the mental capacity to form a relevant rebuttal. That is not misinformation, bigotry or racism, it is just a simple fact.

Where does Oregon rank nationally in education? Depending on resources asked you get various answers such as: 39 th or 41st and in between.

When you ask about the quality of education in Oregon, the rates are in the same range. Moreover, the four-year graduation rate is about 81%.

It is significant that nearly 20 of every 100 students will not graduate. That is what the Board should be worried about and working on solutions. Your mission statement reads:

The Oregon State Board of Education works on providing equitable policies and practices that lead to the educational and life success of every Oregon student.

There are two key words in your mission statement, **equitable and success**. You do not treat children equitably if you ignore either their personal or academic skill sets. You do not achieve success in a 20 yard dash by moving the goal back 10 yards or 3 feet. Everywhere I have been, that is called cheating. We, as parents, need to have our children challenged to higher levels of achievement rather than the other way around. Why teach them to cheat

We need a test to give educators, students and families an honest indication of the ability of high school students to meet job and post secondary demands. Most assuredly this is done with testing.

Michael
www.mfchase.com

Amateurs practice until they get it right.
Professionals practice until they cannot get it wrong!

ROSENBERG Corey * ODE

From: Millie Funk <Millie.Funk.666764960@advocacymessages.com>
Sent: Wednesday, October 18, 2023 6:13 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from millie.funk.666764960@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the suspension of the Assessment of Essential Skills for another four years by the Board of Education.

Suspending graduation standards will further degrade the value of an Oregon public high school education. Oregon schools are already notorious for consistently having one of the lowest-ranked student scores in the nation. As the Board of Education, you must increase academic excellence with stringent policies to enhance education and bring back pride in quality. Continually lowering the bar without any plans to help students succeed is a disservice to our communities, employers, parents and the children themselves.

I beg the Oregon Education Board to stop considering the proposal to suspend these critical graduation standards.

Regards,
Millie Funk

ROSENBERG Corey * ODE

From: Heidi Leggett <Heidi.Leggett.666787668@yourconstituent.com>
Sent: Wednesday, October 18, 2023 11:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from heidi.leggett.666787668@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Heidi Leggett

ROSENBERG Corey * ODE

From: Louise Harris <Louise.Harris.666787343@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 11:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from louise.harris.666787343@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Louise Harris

ROSENBERG Corey * ODE

From: Candice Ellis <Candice.Ellis.666787334@advocatefor.me>
Sent: Wednesday, October 18, 2023 11:05 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from candice.ellis.666787334@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Candice Ellis

ROSENBERG Corey * ODE

From: Brian Eaker <Brian.Eaker.666787217@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 11:02 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.eaker.666787217@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Eaker

ROSENBERG Corey * ODE

From: Audrey Yordy <Audrey.Yordy.666787190@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 11:01 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from audrey.yordy.666787190@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Audrey Yordy

ROSENBERG Corey * ODE

From: Ann Durrant <Ann.Durrant.666786911@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 10:51 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ann.durrant.666786911@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ann Durrant

ROSENBERG Corey * ODE

From: Joseph Jones <Joseph.Jones.666786560@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:42 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from joseph.jones.666786560@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Joseph Jones

ROSENBERG Corey * ODE

From: Sandi Zarro <Sandi.Zarro.666786542@advocacymessages.com>
Sent: Wednesday, October 18, 2023 10:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandi.zarro.666786542@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandi Zarro

ROSENBERG Corey * ODE

From: janis worrall <janis.worrall.666786489@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 10:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from janis.worrall.666786489@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
janis worrall

ROSENBERG Corey * ODE

From: Andrea Irvin-Jones <Andrea.IrvinJones.666786371@p2a.co>
Sent: Wednesday, October 18, 2023 10:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from andrea.irvinjones.666786371@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Andrea Irvin-Jones

ROSENBERG Corey * ODE

From: April Johnson <April.Johnson.666798404@p2a.co>
Sent: Thursday, October 19, 2023 4:53 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from april.johnson.666798404@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
April Johnson

ROSENBERG Corey * ODE

From: Kristen Hollevoet <Kristen.Hollevoet.666796686@advocatefor.me>
Sent: Thursday, October 19, 2023 4:22 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kristen.hollevoet.666796686@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kristen Hollevoet

ROSENBERG Corey * ODE

From: Sydney Layton <Sydney.Layton.666795632@p2a.co>
Sent: Thursday, October 19, 2023 4:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sydney.layton.666795632@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sydney Layton

ROSENBERG Corey * ODE

From: Philip Lothrop <Philip.Lothrop.666793922@foradvocacy.com>
Sent: Thursday, October 19, 2023 3:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from philip.lothrop.666793922@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Philip Lothrop

ROSENBERG Corey * ODE

From: John Jenks <John.Jenks.666793265@advocatefor.me>
Sent: Thursday, October 19, 2023 2:58 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.jenks.666793265@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Jenks

ROSENBERG Corey * ODE

From: Kathryn Reitz <Kathryn.Reitz.666793012@advocatesmessage.com>
Sent: Thursday, October 19, 2023 2:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathryn.reitz.666793012@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathryn Reitz

ROSENBERG Corey * ODE

From: Rachelle Timm <Rachelle.Timm.666789152@advocatesmessage.com>
Sent: Thursday, October 19, 2023 12:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rachelle.timm.666789152@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rachelle Timm

ROSENBERG Corey * ODE

From: Carrie Collins <Carrie.Collins.666788522@advocatesmessage.com>
Sent: Wednesday, October 18, 2023 11:43 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carrie.collins.666788522@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carrie Collins

ROSENBERG Corey * ODE

From: Helen Fausett <Helen.Fausett.666788225@forgrassroots.com>
Sent: Wednesday, October 18, 2023 11:36 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from helen.fausett.666788225@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Helen Fausett

ROSENBERG Corey * ODE

From: Julie Elmore <Julie.Elmore.666445379@grsdelivery.com>
Sent: Wednesday, October 18, 2023 11:28 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.elmore.666445379@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie Elmore

ROSENBERG Corey * ODE

From: Nancie Ryan <Nancie.Ryan.666804118@foradvocacy.com>
Sent: Thursday, October 19, 2023 5:59 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancie.ryan.666804118@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancie Ryan

ROSENBERG Corey * ODE

From: Laurance Phillips <Laurance.Phillips.666803722@advocacymessages.com>
Sent: Thursday, October 19, 2023 5:53 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laurance.phillips.666803722@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laurance Phillips

ROSENBERG Corey * ODE

From: Marie Tucker <Marie.Tucker.666803399@advocacymessages.com>
Sent: Thursday, October 19, 2023 5:49 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marie.tucker.666803399@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marie Tucker

ROSENBERG Corey * ODE

From: Richard Provence <Richard.Provence.666801427@sendgrassroots.com>
Sent: Thursday, October 19, 2023 5:34 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.provence.666801427@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Provence

ROSENBERG Corey * ODE

From: Dan Markeson <Dan.Markeson.666801076@sendgrassroots.com>
Sent: Thursday, October 19, 2023 5:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dan.markeson.666801076@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dan Markeson

ROSENBERG Corey * ODE

From: Michael Denbo <Michael.Denbo.666800617@advocatefor.me>
Sent: Thursday, October 19, 2023 5:26 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.denbo.666800617@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Denbo

ROSENBERG Corey * ODE

From: Melinda Peets <Melinda.Peets.666800086@forgrassroots.com>
Sent: Thursday, October 19, 2023 5:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from melinda.peets.666800086@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Melinda Peets

ROSENBERG Corey * ODE

From: Sue Riddell <Sue.Riddell.666799944@advocatesmessage.com>
Sent: Thursday, October 19, 2023 5:16 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sue.riddell.666799944@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sue Riddell

ROSENBERG Corey * ODE

From: Terrie Flath <Terrie.Flath.666799241@grsdelivery.com>
Sent: Thursday, October 19, 2023 5:06 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from terrie.flath.666799241@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Terrie Flath

ROSENBERG Corey * ODE

From: Mary Babcock <Mary.Babcock.666798909@advocacymessages.com>
Sent: Thursday, October 19, 2023 5:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.babcock.666798909@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Babcock

ROSENBERG Corey * ODE

From: Michael palmer <Michael.palmer.666808088@advocatefor.me>
Sent: Thursday, October 19, 2023 6:47 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.palmer.666808088@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael palmer

ROSENBERG Corey * ODE

From: Sandy Pace <Sandy.Pace.666807584@yourconstituent.com>
Sent: Thursday, October 19, 2023 6:44 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandy.pace.666807584@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandy Pace

ROSENBERG Corey * ODE

From: Mary Buck <Mary.Buck.666807665@grsdelivery.com>
Sent: Thursday, October 19, 2023 6:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mary.buck.666807665@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mary Buck

ROSENBERG Corey * ODE

From: Sandy Pace <Sandy.Pace.666807584@p2a.co>
Sent: Thursday, October 19, 2023 6:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandy.pace.666807584@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandy Pace

ROSENBERG Corey * ODE

From: Ray Cable <Ray.Cable.666807359@p2a.co>
Sent: Thursday, October 19, 2023 6:40 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ray.cable.666807359@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ray Cable

ROSENBERG Corey * ODE

From: Sarah Furber <Sarah.Furber.666806378@yourconstituent.com>
Sent: Thursday, October 19, 2023 6:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sarah.furber.666806378@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sarah Furber

ROSENBERG Corey * ODE

From: Carolyn Raschein <Carolyn.Raschein.666806521@grsdelivery.com>
Sent: Thursday, October 19, 2023 6:32 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carolyn.raschein.666806521@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carolyn Raschein

ROSENBERG Corey * ODE

From: Judith Findley <Judith.Findley.666804875@sendgrassroots.com>
Sent: Thursday, October 19, 2023 6:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from judith.findley.666804875@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Judith Findley

ROSENBERG Corey * ODE

From: Diane Cupp <Diane.Cupp.666804451@advocatesmessage.com>
Sent: Thursday, October 19, 2023 6:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from diane.cupp.666804451@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Diane Cupp

ROSENBERG Corey * ODE

From: Lori Wilkie <Lori.Wilkie.666804262@advocacymessages.com>
Sent: Thursday, October 19, 2023 6:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lori.wilkie.666804262@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lori Wilkie

ROSENBERG Corey * ODE

From: Susan Louthan <Susan.Louthan.666809429@advocatefor.me>
Sent: Thursday, October 19, 2023 7:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.louthan.666809429@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Louthan

ROSENBERG Corey * ODE

From: Dennis Gillespie <Dennis.Gillespie.666809519@yourconstituent.com>
Sent: Thursday, October 19, 2023 7:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dennis.gillespie.666809519@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dennis Gillespie

ROSENBERG Corey * ODE

From: Susan Louthan <Susan.Louthan.666809429@advocatesmessage.com>
Sent: Thursday, October 19, 2023 7:04 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.louthan.666809429@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Louthan

ROSENBERG Corey * ODE

From: Katherine Morris <Katherine.Morris.666809050@foradvocacy.com>
Sent: Thursday, October 19, 2023 7:00 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from katherine.morris.666809050@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Katherine Morris

ROSENBERG Corey * ODE

From: Sally Hawkins <Sally.Hawkins.666808899@forgrassroots.com>
Sent: Thursday, October 19, 2023 6:58 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sally.hawkins.666808899@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sally Hawkins

ROSENBERG Corey * ODE

From: Gary Hawkins <Gary.Hawkins.666808817@sendgrassroots.com>
Sent: Thursday, October 19, 2023 6:57 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.hawkins.666808817@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Hawkins

ROSENBERG Corey * ODE

From: William Graham <William.Graham.666808664@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 6:55 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.graham.666808664@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Graham

ROSENBERG Corey * ODE

From: DAVID Durocher <DAVID.Durocher.666808600@sendgrassroots.com>
Sent: Thursday, October 19, 2023 6:55 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.durocher.666808600@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
DAVID Durocher

ROSENBERG Corey * ODE

From: Tyler Jones <Tyler.Jones.666808439@p2a.co>
Sent: Thursday, October 19, 2023 6:52 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tyler.jones.666808439@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tyler Jones

ROSENBERG Corey * ODE

From: Cynthia Fahy <Cynthia.Fahy.666808259@foradvocacy.com>
Sent: Thursday, October 19, 2023 6:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cynthia.fahy.666808259@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cynthia Fahy

ROSENBERG Corey * ODE

From: Karen Liska <Karen.Liska.666811615@advocatefor.me>
Sent: Thursday, October 19, 2023 7:29 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.liska.666811615@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Liska

ROSENBERG Corey * ODE

From: Steve Schropp <Steve.Schropp.666399281@p2a.co>
Sent: Thursday, October 19, 2023 7:29 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steve.schropp.666399281@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Steve Schropp

ROSENBERG Corey * ODE

From: Jim Denny <Jim.Denny.666811471@advocatesmessage.com>
Sent: Thursday, October 19, 2023 7:28 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jim.denny.666811471@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jim Denny

ROSENBERG Corey * ODE

From: Donald Raymond Magee <DonaldRaymond.Magee.666811336@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 7:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donaldraymond.magee.666811336@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Raymond Magee

ROSENBERG Corey * ODE

From: Gene Benke <Gene.Benke.666811309@advocatefor.me>
Sent: Thursday, October 19, 2023 7:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gene.benke.666811309@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gene Benke

ROSENBERG Corey * ODE

From: Stephanie Musser <Stephanie.Musser.666811228@sendgrassroots.com>
Sent: Thursday, October 19, 2023 7:26 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from stephanie.musser.666811228@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Stephanie Musser

ROSENBERG Corey * ODE

From: Tammy Ellis <Tammy.Ellis.666419440@sendgrassroots.com>
Sent: Thursday, October 19, 2023 7:24 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tammy.ellis.666419440@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tammy Ellis

ROSENBERG Corey * ODE

From: Julie Thies <Julie.Thies.666810580@p2a.co>
Sent: Thursday, October 19, 2023 7:19 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from julie.thies.666810580@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Julie Thies

ROSENBERG Corey * ODE

From: Larry Duyck <Larry.Duyck.666810490@forgrassroots.com>
Sent: Thursday, October 19, 2023 7:18 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from larry.duyck.666810490@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Larry Duyck

ROSENBERG Corey * ODE

From: Patricia Ham <Patricia.Ham.666810346@advocatesmessage.com>
Sent: Thursday, October 19, 2023 7:17 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.ham.666810346@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Ham

ROSENBERG Corey * ODE

From: Pamela Glerup <Pamela.Glerup.666814685@sendgrassroots.com>
Sent: Thursday, October 19, 2023 8:04 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pamela.glerup.666814685@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pamela Glerup

ROSENBERG Corey * ODE

From: Laurie Gough <Laurie.Gough.666814504@p2a.co>
Sent: Thursday, October 19, 2023 8:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laurie.gough.666814504@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laurie Gough

ROSENBERG Corey * ODE

From: Rebecca Auker <Rebecca.Auker.666814487@sendgrassroots.com>
Sent: Thursday, October 19, 2023 8:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rebecca.auker.666814487@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rebecca Auker

ROSENBERG Corey * ODE

From: Pauline Richards <Pauline.Richards.666814397@advocatefor.me>
Sent: Thursday, October 19, 2023 8:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from pauline.richards.666814397@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Pauline Richards

ROSENBERG Corey * ODE

From: Scott Siegmund <Scott.Siegmund.666813866@forgrassroots.com>
Sent: Thursday, October 19, 2023 7:55 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from scott.siegmund.666813866@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Scott Siegmund

ROSENBERG Corey * ODE

From: Christine Zook <Christine.Zook.666813596@p2a.co>
Sent: Thursday, October 19, 2023 7:52 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from christine.zook.666813596@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Christine Zook

ROSENBERG Corey * ODE

From: Amy Herd <Amy.Herd.666813505@yourconstituent.com>
Sent: Thursday, October 19, 2023 7:51 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amy.herd.666813505@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amy Herd

ROSENBERG Corey * ODE

From: Mike Riddle <Mike.Riddle.666813235@forgrassroots.com>
Sent: Thursday, October 19, 2023 7:48 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.riddle.666813235@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Riddle

ROSENBERG Corey * ODE

From: Jeff Smith <Jeff.Smith.666813046@sendgrassroots.com>
Sent: Thursday, October 19, 2023 7:47 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.smith.666813046@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Smith

ROSENBERG Corey * ODE

From: Ricky Williams <Ricky.Williams.666812678@p2a.co>
Sent: Thursday, October 19, 2023 7:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ricky.williams.666812678@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ricky Williams

ROSENBERG Corey * ODE

From: Shelly Brown <Shelly.Brown.666772268@yourconstituent.com>
Sent: Wednesday, October 18, 2023 7:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shelly.brown.666772268@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shelly Brown

ROSENBERG Corey * ODE

From: James Williams <James.Williams.666433002@forgrassroots.com>
Sent: Wednesday, October 18, 2023 7:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.williams.666433002@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Williams

ROSENBERG Corey * ODE

From: Ron Carter <Ron.Carter.666786443@yourconstituent.com>
Sent: Wednesday, October 18, 2023 10:37 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.carter.666786443@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ron Carter

ROSENBERG Corey * ODE

From: Peggy Miller <Peggy.Miller.666814801@grsdelivery.com>
Sent: Thursday, October 19, 2023 8:06 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from peggy.miller.666814801@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Peggy Miller

ROSENBERG Corey * ODE

From: Patrick Griffin <Patrick.Griffin.666814865@advocatefor.me>
Sent: Thursday, October 19, 2023 8:06 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patrick.griffin.666814865@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patrick Griffin

ROSENBERG Corey * ODE

From: Rita Dwire <Rita.Dwire.666815080@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 8:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rita.dwire.666815080@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rita Dwire

ROSENBERG Corey * ODE

From: Sandra Kenner <Sandra.Kenner.666815170@advocacymessages.com>
Sent: Thursday, October 19, 2023 8:10 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sandra.kenner.666815170@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sandra Kenner

ROSENBERG Corey * ODE

From: ORRIN KNAUSS <ORRIN.KNAUSS.666815891@advocacymessages.com>
Sent: Thursday, October 19, 2023 8:18 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from orrin.knauss.666815891@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
ORRIN KNAUSS

ROSENBERG Corey * ODE

From: Kris Sherman <Kris.Sherman.666815972@p2a.co>
Sent: Thursday, October 19, 2023 8:18 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kris.sherman.666815972@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kris Sherman

ROSENBERG Corey * ODE

From: Shannon Davidson <Shannon.Davidson.666816034@advocatefor.me>
Sent: Thursday, October 19, 2023 8:19 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from shannon.davidson.666816034@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Shannon Davidson

October 19, 2023

RE: Suspension of Assessment of Essential Skills

Chair Martinez Zapata and members of the State Board of Education,

I oppose the suspension of the Assessment of Essential Skills for another four years. I respectfully request that it be indefinitely removed from consideration.

As a member of the Legislature in 2021, I voted against Senate Bill 744. I remain opposed to the policy today. In the face of lagging academic achievement, suspending these graduation standards does nothing to help countless struggling Oregon students reach their full potential and prepare them for their best future.

An Oregon high school diploma should recognize the achievement of skills and knowledge that prepare them for college or the workforce. If you adopt the proposal before you today, it won't.

We don't need watered-down expectations, our public schools need a plan to increase academic achievement among students. Without that focus, they will continue to struggle.

I hope you will reconsider suspending graduation requirements and remove it from today's agenda.

Sincerely,

Christine Drazan

I strongly oppose the suspension of the Assessment of Essential Skills. Our education system needs strong accountability and nothing checks the effectiveness of the education system better than assessing the skills of those the education system is educating.

Suspension of the assessments and publication of the results are essential.

I strongly urge the Assessment of Essential Skills be fully implemented and the results of those assessments be broadly published.

Martin Bergman
470 NW 11th Place
Canby, OR

ROSENBERG Corey * ODE

From: Ruth Lundquist <ruthmlundquist@gmail.com>
Sent: Thursday, October 19, 2023 9:24 AM
To: StateBoard Public Email
Subject: Public comment

[You don't often get email from ruthmlundquist@gmail.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Please consider my voice—

The proposal to suspend standards that measure students ability to read, write and do math.

Please permanently remove this misguided proposal from consideration.

Our students deserve rigorous standards to ensure they will be prepared for the challenges of the real world. We want them to be prepared — We want them to achieve their hopes and dreams.

Thank you for hearing my voice.

Ruth Lundquist
Sent from my iPad

ROSENBERG Corey * ODE

From: Susan Griffin <Susan.Griffin.666821867@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 9:21 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from susan.griffin.666821867@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am *opposed* to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Susan Griffin

ROSENBERG Corey * ODE

From: Matthew Kimmell <Matthew.Kimmell.666819167@grsdelivery.com>
Sent: Thursday, October 19, 2023 8:53 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from matthew.kimmell.666819167@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Matthew Kimmell

ROSENBERG Corey * ODE

From: Ginger Larcom <Ginger.Larcom.666818861@grsdelivery.com>
Sent: Thursday, October 19, 2023 8:49 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ginger.larcom.666818861@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ginger Larcom

ROSENBERG Corey * ODE

From: Margie Taylor-Hickey <Margie.TaylorHickey.666419611@advocatesmessage.com>
Sent: Thursday, October 19, 2023 8:43 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from margie.taylorhickey.666419611@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Margie Taylor-Hickey

ROSENBERG Corey * ODE

From: jerry lelack <jerry.lelack.666818096@foradvocacy.com>
Sent: Thursday, October 19, 2023 8:40 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerry.lelack.666818096@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
jerry lelack

ROSENBERG Corey * ODE

From: Josh McKinley <Josh.McKinley.666818032@p2a.co>
Sent: Thursday, October 19, 2023 8:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from josh.mckinley.666818032@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Josh McKinley

ROSENBERG Corey * ODE

From: Donald Shough <Donald.Shough.666817754@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 8:36 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donald.shough.666817754@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Shough

ROSENBERG Corey * ODE

From: wayne babcock <wayne.babcock.666817529@advocatesmessage.com>
Sent: Thursday, October 19, 2023 8:34 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wayne.babcock.666817529@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
wayne babcock

ROSENBERG Corey * ODE

From: Jeff Renard <Jeff.Renard.666817222@yourconstituent.com>
Sent: Thursday, October 19, 2023 8:30 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeff.renard.666817222@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jeff Renard

ROSENBERG Corey * ODE

From: Claudia Bray <Claudia.Bray.666816791@forgrassroots.com>
Sent: Thursday, October 19, 2023 8:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from claudia.bray.666816791@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Claudia Bray

ROSENBERG Corey * ODE

From: Sarah McKinley <Sarah.McKinley.666816584@advocatesmessage.com>
Sent: Thursday, October 19, 2023 8:25 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from sarah.mckinley.666816584@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sarah McKinley

ROSENBERG Corey * ODE

From: RON BENNETT <RON.BENNETT.666816494@foradvocacy.com>
Sent: Thursday, October 19, 2023 8:24 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ron.bennett.666816494@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
RON BENNETT

ROSENBERG Corey * ODE

From: CAROL BENNETT <CAROL.BENNETT.666816494@forgrassroots.com>
Sent: Thursday, October 19, 2023 8:24 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carol.bennett.666816494@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
CAROL BENNETT

ROSENBERG Corey * ODE

From: Carl Ostling <Carl.Ostling.666821335@advocatefor.me>
Sent: Thursday, October 19, 2023 9:14 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carl.ostling.666821335@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carl Ostling

ROSENBERG Corey * ODE

From: Mike McNamee <Mike.McNamee.666406570@advocacymessages.com>
Sent: Thursday, October 19, 2023 9:12 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.mcnamee.666406570@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike McNamee

ROSENBERG Corey * ODE

From: Runnisha McNamee <Runnisha.McNamee.666406570@forgrassroots.com>
Sent: Thursday, October 19, 2023 9:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from runnisha.mcnamee.666406570@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Runnisha McNamee

ROSENBERG Corey * ODE

From: Kathy Lambert <Kathy.Lambert.666821155@forgrassroots.com>
Sent: Thursday, October 19, 2023 9:11 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.lambert.666821155@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Lambert

ROSENBERG Corey * ODE

From: Mel Ellis <Mel.Ellis.666420330@forgrassroots.com>
Sent: Thursday, October 19, 2023 9:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mel.ellis.666420330@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mel Ellis

ROSENBERG Corey * ODE

From: Ronda Grefenson <Ronda.Grefenson.666820859@p2a.co>
Sent: Thursday, October 19, 2023 9:07 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ronda.grefenson.666820859@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ronda Grefenson

ROSENBERG Corey * ODE

From: Kathleen Sitton <Kathleen.Sitton.666820787@p2a.co>
Sent: Thursday, October 19, 2023 9:06 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathleen.sitton.666820787@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathleen Sitton

ROSENBERG Corey * ODE

From: Milton Bernheisel <Milton.Bernheisel.666820714@advocatefor.me>
Sent: Thursday, October 19, 2023 9:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from milton.bernheisel.666820714@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Milton Bernheisel

ROSENBERG Corey * ODE

From: Janet Allen Hacker <JanetAllen.Hacker.666820453@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 9:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from janetallen.hacker.666820453@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Janet Allen Hacker

ROSENBERG Corey * ODE

From: Duane Younger <Duane.Younger.666820219@advocatefor.me>
Sent: Thursday, October 19, 2023 9:00 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from duane.younger.666820219@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Duane Younger

ROSENBERG Corey * ODE

From: Theresa Hamilton <Theresa.Hamilton.666820093@advocacymessages.com>
Sent: Thursday, October 19, 2023 8:58 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from theresa.hamilton.666820093@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Theresa Hamilton

ROSENBERG Corey * ODE

From: Derek Yeager <Derek.Yeager.666757724@advocatefor.me>
Sent: Wednesday, October 18, 2023 5:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from derek.yeager.666757724@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Derek Yeager

ROSENBERG Corey * ODE

From: Naomi Schafer <Naomi.Schafer.666765680@sendgrassroots.com>
Sent: Wednesday, October 18, 2023 6:20 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from naomi.schafer.666765680@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Naomi Schafer

ROSENBERG Corey * ODE

From: Chris Mackovjak <Chris.Mackovjak.666821858@advocatefor.me>
Sent: Thursday, October 19, 2023 9:21 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from chris.mackovjak.666821858@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Chris Mackovjak

ROSENBERG Corey * ODE

From: Janet Redmond <Janet.Redmond.666822802@advocatesmessage.com>
Sent: Thursday, October 19, 2023 9:31 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from janet.redmond.666822802@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

Please do not lower Oregon's standards for a high school diploma. High school diplomas must mean something for employers to rely on them. Students who cannot demonstrate the mastery of basic skills as measured by the Assessment of Essential Skills for another four years should receive support to learn and achieve the standards not a diploma.

Lowering the bar sets off a race to the bottom, fails to prepare students for their best future and penalizes all students as an Oregon High School Diploma.

Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Thank you for your consideration.

Regards,
Janet Redmond

ROSENBERG Corey * ODE

From: Marti Moody <Marti.Moody.666424723@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 8:19 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marti.moody.666424723@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marti Moody

ROSENBERG Corey * ODE

From: Hayong Kim <Hayong.Kim.666424057@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 8:08 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from hayong.kim.666424057@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Hayong Kim

ROSENBERG Corey * ODE

From: Kim Adams <Kim.Adams.666420871@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 7:53 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kim.adams.666420871@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kim Adams

ROSENBERG Corey * ODE

From: Donald Farley <Donald.Farley.666418766@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 7:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donald.farley.666418766@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Farley

ROSENBERG Corey * ODE

From: Wilma Miller <Wilma.Miller.666416128@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 6:59 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wilma.miller.666416128@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Wilma Miller

ROSENBERG Corey * ODE

From: Denise Kandra <Denise.Kandra.666413374@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 6:29 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from denise.kandra.666413374@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Denise Kandra

ROSENBERG Corey * ODE

From: Jonathon Collins <Jonathon.Collins.666823531@advocacymessages.com>
Sent: Thursday, October 19, 2023 9:38 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jonathon.collins.666823531@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jonathon Collins

ROSENBERG Corey * ODE

From: Donald Schaecher <Donald.Schaecher.666415679@advocatefor.me>
Sent: Thursday, October 19, 2023 9:37 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from donald.schaecher.666415679@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Donald Schaecher

ROSENBERG Corey * ODE

From: Danelle Crowley <Danelle.Crowley.666823090@advocatesmessage.com>
Sent: Thursday, October 19, 2023 9:34 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from danelle.crowley.666823090@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Danelle Crowley

ROSENBERG Corey * ODE

From: Bob Terry <Bob.Terry.666436063@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 11:30 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bob.terry.666436063@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bob Terry

ROSENBERG Corey * ODE

From: Phillip Lyddon <Phillip.Lyddon.666434308@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 10:27 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from phillip.lyddon.666434308@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Phillip Lyddon

ROSENBERG Corey * ODE

From: Jonathan Gilbert <Jonathan.Gilbert.666434254@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 10:26 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jonathan.gilbert.666434254@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

As a director of the Communities for Sensible Schools PAC, I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jonathan Gilbert

ROSENBERG Corey * ODE

From: Gary Schweitzer <Gary.Schweitzer.666433453@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 10:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.schweitzer.666433453@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Schweitzer

ROSENBERG Corey * ODE

From: Tami Leest <Tami.Leest.666430410@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 9:12 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tami.leest.666430410@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tami Leest

ROSENBERG Corey * ODE

From: Robert Mottice <Robert.Mottice.666430069@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 9:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.mottice.666430069@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Mottice

ROSENBERG Corey * ODE

From: Marlene Wendell <Marlene.Wendell.666429872@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 9:04 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marlene.wendell.666429872@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marlene Wendell

ROSENBERG Corey * ODE

From: Jennifer Garner <Jennifer.Garner.666823775@sendgrassroots.com>
Sent: Thursday, October 19, 2023 9:41 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jennifer.garner.666823775@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jennifer Garner

ROSENBERG Corey * ODE

From: ERICK Van Abkoude <ERICK.VanAbkoude.666428477@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 8:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from erick.vanabkoude.666428477@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
ERICK Van Abkoude

ROSENBERG Corey * ODE

From: Michael Farris <Michael.Farris.666425632@grassrootsmessage.com>
Sent: Tuesday, October 17, 2023 8:34 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michael.farris.666425632@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michael Farris

ROSENBERG Corey * ODE

From: James Jones <James.Jones.666478526@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 10:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from james.jones.666478526@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
James Jones

ROSENBERG Corey * ODE

From: Kathy Farrier <Kathy.Farrier.666476249@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 10:20 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kathy.farrier.666476249@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kathy Farrier

ROSENBERG Corey * ODE

From: Brian Johnston <Brian.Johnston.666468554@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 9:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brian.johnston.666468554@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Brian Johnston

ROSENBERG Corey * ODE

From: Heather Taylor <Heather.Taylor.666467302@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from heather.taylor.666467302@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Heather Taylor

ROSENBERG Corey * ODE

From: Anthony Westerberg <Anthony.Westerberg.666398561@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:41 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anthony.westerberg.666398561@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anthony Westerberg

ROSENBERG Corey * ODE

From: Gloria Jepson <Gloria.Jepson.666398813@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gloria.jepson.666398813@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gloria Jepson

ROSENBERG Corey * ODE

From: Jerome Snyder <Jerome.Snyder.666398543@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 8:34 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerome.snyder.666398543@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerome Snyder

ROSENBERG Corey * ODE

From: Kirby Wallace <Kirby.Wallace.666461902@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from kirby.wallace.666461902@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Kirby Wallace

ROSENBERG Corey * ODE

From: Rae Stewart <Rae.Stewart.666461795@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:48 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rae.stewart.666461795@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rae Stewart

ROSENBERG Corey * ODE

From: Laura Hancock <Laura.Hancock.666457196@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 7:08 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from laura.hancock.666457196@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Laura Hancock

ROSENBERG Corey * ODE

From: steven Cawley <steven.Cawley.666524335@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from steven.cawley.666524335@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
steven Cawley

ROSENBERG Corey * ODE

From: Jacob Baker <Jacob.Baker.666524236@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:17 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jacob.baker.666524236@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jacob Baker

ROSENBERG Corey * ODE

From: Marsha Sweitzer <Marsha.Sweitzer.666524164@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:16 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from marsha.sweitzer.666524164@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Marsha Sweitzer

ROSENBERG Corey * ODE

From: les Fahey <les.Fahey.666523200@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from les.fahey.666523200@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
les Fahey

ROSENBERG Corey * ODE

From: Colleen Lhotka <Colleen.Lhotka.666523147@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:09 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from colleen.lhotka.666523147@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Colleen Lhotka

ROSENBERG Corey * ODE

From: Linda Miller <Linda.Miller.666522913@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from linda.miller.666522913@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Linda Miller

ROSENBERG Corey * ODE

From: Elizabeth Preston <Elizabeth.Preston.666522788@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:06 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from elizabeth.preston.666522788@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Elizabeth Preston

ROSENBERG Corey * ODE

From: LeaAnn Shipman <LeaAnn.Shipman.666519106@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 12:32 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leaann.shipman.666519106@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LeaAnn Shipman

ROSENBERG Corey * ODE

From: Lisa Buoy-Morshead <Lisa.BuoyMorshead.666479930@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 11:05 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lisa.buoymorshead.666479930@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lisa Buoy-Morshead

ROSENBERG Corey * ODE

From: Nichole Chartrand <Nichole.Chartrand.666478805@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 10:50 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nichole.chartrand.666478805@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nichole Chartrand

ROSENBERG Corey * ODE

From: Anna Neet <Anna.Neet.666537999@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:44 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from anna.neet.666537999@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Anna Neet

ROSENBERG Corey * ODE

From: David Carlson <David.Carlson.666532967@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:41 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from david.carlson.666532967@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
David Carlson

ROSENBERG Corey * ODE

From: Randy Stewart <Randy.Stewart.666530743@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:39 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from randy.stewart.666530743@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Randy Stewart

ROSENBERG Corey * ODE

From: Jerry Anderson <Jerry.Anderson.666529286@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:38 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jerry.anderson.666529286@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Jerry Anderson

ROSENBERG Corey * ODE

From: Ralph Wind <Ralph.Wind.666525190@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from ralph.wind.666525190@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Ralph Wind

ROSENBERG Corey * ODE

From: Carrie Tonini <Carrie.Tonini.666525154@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:24 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from carrie.tonini.666525154@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Carrie Tonini

ROSENBERG Corey * ODE

From: Rick Arnold <Rick.Arnold.666525118@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rick.arnold.666525118@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rick Arnold

ROSENBERG Corey * ODE

From: Nancy Morales <Nancy.Morales.666524984@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:22 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from nancy.morales.666524984@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Nancy Morales

ROSENBERG Corey * ODE

From: LESLIE COLLAR <LESLIE.COLLAR.666524489@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from leslie.collar.666524489@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
LESLIE COLLAR

ROSENBERG Corey * ODE

From: Dan Smith <Dan.Smith.666524443@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:18 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from dan.smith.666524443@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Dan Smith

ROSENBERG Corey * ODE

From: Richard Steenken <Richard.Steenken.666746131@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:23 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from richard.steenken.666746131@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Richard Steenken

ROSENBERG Corey * ODE

From: Chris Noel <Chris.Noel.666683627@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 3:10 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from chris.noel.666683627@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Chris Noel

ROSENBERG Corey * ODE

From: Grant Johnson <Grant.Johnson.666629384@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from grant.johnson.666629384@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Grant Johnson

ROSENBERG Corey * ODE

From: Roger Gano <Roger.Gano.666571919@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from roger.gano.666571919@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Roger Gano

ROSENBERG Corey * ODE

From: Rebecca Booth <Rebecca.Booth.666572206@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 2:07 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rebecca.booth.666572206@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rebecca Booth

ROSENBERG Corey * ODE

From: Theresa Bicket <Theresa.Bicket.666555890@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:56 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from theresa.bicket.666555890@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Theresa Bicket

ROSENBERG Corey * ODE

From: Yohn Baldwin <Yohn.Baldwin.666553856@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:55 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from yohn.baldwin.666553856@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Yohn Baldwin

ROSENBERG Corey * ODE

From: Patty Stone <Patty.Stone.666552857@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:54 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patty.stone.666552857@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patty Stone

ROSENBERG Corey * ODE

From: Rick Pfau <Rick.Pfau.666824206@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 9:46 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from rick.pfau.666824206@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Rick Pfau

ROSENBERG Corey * ODE

From: wolfgang mcbride <wolfgang.mcbride.666546962@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:50 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from wolfgang.mcbride.666546962@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
wolfgang mcbride

ROSENBERG Corey * ODE

From: Patricia Pfau <Patricia.Pfau.666824413@advocatesmessage.com>
Sent: Thursday, October 19, 2023 9:48 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from patricia.pfau.666824413@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Patricia Pfau

ROSENBERG Corey * ODE

From: Tamara Miller <Tamara.Miller.666766553@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 6:25 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from tamara.miller.666766553@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Tamara Miller

ROSENBERG Corey * ODE

From: Karilee Stiner <Karilee.Stiner.666764474@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 6:11 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karilee.stiner.666764474@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karilee Stiner

ROSENBERG Corey * ODE

From: Lawrence Miles <Lawrence.Miles.666758903@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 5:33 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from lawrence.miles.666758903@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Lawrence Miles

ROSENBERG Corey * ODE

From: John Huseby <John.Huseby.666400297@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 5:15 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.huseby.666400297@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Huseby

ROSENBERG Corey * ODE

From: Corey OConnor <Corey.OConnor.666752963@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 5:00 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from corey.oconnor.666752963@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Corey O'Connor

ROSENBERG Corey * ODE

From: BRAD BAKALYAR <BRAD.BAKALYAR.666418036@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 4:45 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from brad.bakalyar.666418036@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
BRAD BAKALYAR

ROSENBERG Corey * ODE

From: Sharon Fox <Sharon.Fox.666545369@grassrootsmessage.com>
Sent: Wednesday, October 18, 2023 1:49 PM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

Follow Up Flag: Follow up
Flag Status: Flagged

You don't often get email from sharon.fox.666545369@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am a recent school board member, and am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Sharon Fox

ROSENBERG Corey * ODE

From: William Nokes <William.Nokes.666829418@p2a.co>
Sent: Thursday, October 19, 2023 10:39 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from william.nokes.666829418@p2a.co. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

It is critical that we EDUCATE, instead of INDOCTRINATE. Basic skills are vital to every Oregon youth.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
William Nokes

ROSENBERG Corey * ODE

From: Cindy Jennings <Cindy.Jennings.666829058@sendgrassroots.com>
Sent: Thursday, October 19, 2023 10:36 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from cindy.jennings.666829058@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Cindy Jennings

ROSENBERG Corey * ODE

From: Bernard Montoya <Bernard.Montoya.666828914@advocatesmessage.com>
Sent: Thursday, October 19, 2023 10:35 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from bernard.montoya.666828914@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Bernard Montoya

ROSENBERG Corey * ODE

From: Frank Simpkins <Frank.Simpkins.666828725@sendgrassroots.com>
Sent: Thursday, October 19, 2023 10:33 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from frank.simpkins.666828725@sendgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Frank Simpkins

ROSENBERG Corey * ODE

From: Gary Newton <Gary.Newton.666828112@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 10:27 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gary.newton.666828112@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gary Newton

ROSENBERG Corey * ODE

From: Amanda Hvass <Amanda.Hvass.666826943@foradvocacy.com>
Sent: Thursday, October 19, 2023 10:14 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amanda.hvass.666826943@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amanda Hvass

ROSENBERG Corey * ODE

From: Robert Fincham <Robert.Fincham.666826826@advocatesmessage.com>
Sent: Thursday, October 19, 2023 10:13 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from robert.fincham.666826826@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Robert Fincham

ROSENBERG Corey * ODE

From: Michelle Douthit <Michelle.Douthit.666826385@forgrassroots.com>
Sent: Thursday, October 19, 2023 10:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from michelle.douthit.666826385@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Michelle Douthit

ROSENBERG Corey * ODE

From: Otis Gillis <Otis.Gillis.666826376@yourconstituent.com>
Sent: Thursday, October 19, 2023 10:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from otis.gillis.666826376@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Otis Gillis

ROSENBERG Corey * ODE

From: Teresa Lehman <Teresa.Lehman.666826330@yourconstituent.com>
Sent: Thursday, October 19, 2023 10:09 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from teresa.lehman.666826330@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Teresa Lehman

ROSENBERG Corey * ODE

From: Amanda Stein <Amanda.Stein.666825818@forgrassroots.com>
Sent: Thursday, October 19, 2023 10:03 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from amanda.stein.666825818@forgrassroots.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Amanda Stein

ROSENBERG Corey * ODE

From: Karen Elliott <Karen.Elliott.666825737@foradvocacy.com>
Sent: Thursday, October 19, 2023 10:02 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from karen.elliott.666825737@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Karen Elliott

ROSENBERG Corey * ODE

From: John BOCCIOLATT <John.BOCCIOLATT.666825638@advocacymessages.com>
Sent: Thursday, October 19, 2023 10:01 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.bocciolatt.666825638@advocacymessages.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John BOCCIOLATT

ROSENBERG Corey * ODE

From: Raymond Lehman <Raymond.Lehman.666825016@advocatefor.me>
Sent: Thursday, October 19, 2023 9:55 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from raymond.lehman.666825016@advocatefor.me. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Raymond Lehman

ROSENBERG Corey * ODE

From: John Barrett <John.Barrett.666824855@grsdelivery.com>
Sent: Thursday, October 19, 2023 9:53 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from john.barrett.666824855@grsdelivery.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
John Barrett

ROSENBERG Corey * ODE

From: Mike Benner <Mike.Benner.666830803@foradvocacy.com>
Sent: Thursday, October 19, 2023 10:53 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from mike.benner.666830803@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Mike Benner

ROSENBERG Corey * ODE

From: Korry Cross <Korry.Cross.666830759@foradvocacy.com>
Sent: Thursday, October 19, 2023 10:52 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from korry.cross.666830759@foradvocacy.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years. I have a suggestion in lieu of a full suspension.

Oregon student's academic achievement is already at record lows, and districts individually are preparing measures for student success and need support.

Allow individual districts to set their own standards to help secure graduation standards that the local community can support, and hold individual schools accountable for failures that impact the students and communities. the value of an Oregon high school education is still within grasp for many districts. Continually lowering the bar without any plans to help local districts be successful is outrageous.

I ask the Board to consider my proposal and allow individual districts to take the lead in assessing and evaluating their students for graduation.

Thank you for your time

Korry Cross
Southern Oregon TRSD parent

Regards,
Korry Cross

ROSENBERG Corey * ODE

From: Gregory Miller <Gregory.Miller.666829779@advocatesmessage.com>
Sent: Thursday, October 19, 2023 10:42 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from gregory.miller.666829779@advocatesmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
Gregory Miller

ROSENBERG Corey * ODE

From: jeanene brownell <jeanene.brownell.666829689@yourconstituent.com>
Sent: Thursday, October 19, 2023 10:41 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from jeanene.brownell.666829689@yourconstituent.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to permanently table the proposal to suspend these critical graduation standards.

Regards,
jeanene brownell

ROSENBERG Corey * ODE

From: Holly Hanes <Holly.Hanes.666829346@grassrootsmessage.com>
Sent: Thursday, October 19, 2023 10:38 AM
To: StateBoard Public Email
Subject: Stop Lowering Standards for Oregon Students!

You don't often get email from holly.hanes.666829346@grassrootsmessage.com. Learn why this is important

Dear Oregon State Board of Education Board of Education Public Comment Email,

I am opposed to the Board of Education again considering suspending the Assessment of Essential Skills for another four years.

Oregon student's academic achievement is already at record lows, and further lowering the bar would only fail to prepare them for their best future.

Diplomas are not participation trophies! Suspending graduation standards will further degrade the value of an Oregon high school education. Our schools are some of the lowest-ranked in the nation. As the Board of Education, you must restore a focus on policies that will help increase academic outcomes. Continually lowering the bar without any plans to help students succeed is a disservice.

I ask the Board to PERMANENTLY table the proposal to suspend these critical graduation standards.

Regards,
Holly Hanes

ROSENBERG Corey * ODE

From: Kristi <fissyh@yahoo.com>
Sent: Thursday, October 19, 2023 10:27 AM
To: StateBoard Public Email
Subject: Standard

You don't often get email from fissyh@yahoo.com. Learn why this is important

Dear Board,
Thank you for your service I know you have a hard job.Th
I want to remind you that you could not have obtained your job without basic standards. You need to thank the "bigots" in your life who pushed you to get where you are.
It's very sad that you don't want people of certain races to be successful. However, if you suspend these standards that's what you are telling them. Please look up what bigotry of low expectations means.
Thank you for your time and consideration.
Respectfully,
Kristi Karkov
971-219-0345

ROSENBERG Corey * ODE

From: WILLIAMS Charlene * ODE
Sent: Tuesday, October 17, 2023 2:54 PM
To: ROSENBERG Corey * ODE
Subject: FW: Oregon Student Graduation Requirements

-----Original Message-----
From: Kerri Harding <kerriharding@canby.com>
Sent: Tuesday, October 17, 2023 12:14 PM
To: WILLIAMS Charlene * ODE <Charlene.Williams@ode.oregon.gov>
Subject: Oregon Student Graduation Requirements

[You don't often get email from kerriharding@canby.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Dr. Williams,

Please consider a review of Senate Bill 744 and discussion of an extension of Oregon's Essential Skills Requirement through the 2027-2028 school year in light of "Oregon's Equitable Graduation" report by the Oregon Association of Scholars and Save Oregon Schools:

Here's a copy of the report:

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Foregonscholars.org%2Fwp-content%2Fuploads%2F0_OAS-Report-Final.pdf&data=05%7C01%7CCorey.Rosenberg%40ode.oregon.gov%7C3c2d266548dd4009f40908dbcf5b82d1%7Cb4f51418b26949a2935afa54bf584fc8%7C0%7C0%7C638331764175929721%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=psNZ%2B2OKrC5Io3ug5q%2F3lnt%2FezyVlBPrQatmnUFxsiU%3D&reserved=0

<0_OAS-Report-Final.pdf>

Every student is capable of succeeding. And creating a better Oregon.

Respectfully,

Kerri Harding
Canby, Oregon

Oregon State Board of Education
September 22, 2022

AGENDA ITEM: 7.A

SUBJECT: State Board of Education Student Advisor Nominations **STAFF NAME & OFFICE**: Corey Rosenberg, State Board of Education Administrator	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☒ **No Presentation**

BACKGROUND

The State Board of Education Procedures & Policy Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints Advisors on a yearly basis. The selection process begins in March of every year. Advisors will serve a one-year term from July 1 through June 30. Advisors may serve more than a single term and be re-elected for consecutive terms. Advisors will receive all materials distributed to the board as a whole.

The procedures and policy manual calls for the nominations of four advisors: K-12 Administrator, K-12 Teacher, K-12 Student, and Early Learning Advisor.

Policy # 102 also provides a process for accepting nominations:

K-12 Student: The board administrator will solicit candidates, review applications, and forward up to three names to an interviewing committee named by the board chair who will recommend a candidate to the full board who will vote on the selection.

Responsibilities of Advisors

- Attend board meetings
- Assist the board in analyzing issues, proposals, and requests before it
- Other duties as assigned by the board chair

A vote of the full board is required

The following nominations have been made:

Jenneh Hall, Senior at Southridge High School, Beaverton School District; and
Betsy Rodriguez, Senior at Hood River Valley High School, Hood River County School District

SUMMARY OF PREVIOUS BOARD ACTION

The Board has not taken action on these nominations before.

Oregon State Board of Education
September 22, 2022
AGENDA ITEM: 7.A

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

For the Student Advisor positions, the Board Administrator initiated a recruitment process by sending an announcement and application instructions to all Oregon Superintendents and Principals, Oregon Advanced Placement and International Baccalaureate Coordinators and Teachers, ODE's SSA Advisory Groups, Charter School Leaders, K-12 Public Information Officers, and general interest lists. The announcement and instructions were also shared via social media and the State Board webpage. Students were asked to fill out a nomination application and respond to three essay questions addressing the challenges in the K-12 system as they see them, how their past experiences prepares them for the student advisor role, and their reasons for wanting to serve. Fourty-eight applications were received. The Board Administrator reviewed all nominations and used a rubric to determine the twelve candidates for second-round interviews with the Board Administrator. From those interviews, the Board Administrator again used a rubric to determine four finalists. These candidates were then considered by an interview committee named by the Chair.

The Chair and the interview committee are now making their final recommendations to the full board.

EQUITY IMPACT ANALYSIS

In an effort to provide more opportunities to students from historically underserved populations, the Board has made an intentional effort to ensure opportunities are provided statewide and to students from both geographical and diverse backgrounds. The selection of new student advisors provides an avenue for the Board to close the opportunity gap and provide professional development to students who otherwise would not have the ability to serve on a professional state board.

FISCAL ANALYSIS

Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

Oregon State Board of Education
September 22, 2022
AGENDA ITEM: 7.A

EFFECT OF A "YES" OR "NO" VOTE

A yes vote confirms the appointments. A no vote would leave the board without student advisors while alternative candidates were identified and interviewed.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1:

Oregon State Board of Education
September 21, 2023

AGENDA ITEM: 3.D

SUBJECT: State Board of Education Teacher Advisor Nomination **STAFF NAME & OFFICE**: Corey Rosenberg, State Board of Education Administrator	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

The State Board of Education Policy and Procedures Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints advisors on a yearly basis. Advisors serve a one-year term from July 1 through June 30 and may serve more than a single term and be re-elected for consecutive terms.

The Policy and Procedure manual, with the revisions adopted by the Board on November 19, 2020, calls for the nominations of five advisors: K-12 Administrator, K-12 Teacher, K-12 Student, K-12 Elected School Board Member and an Early Learning Advisor.

Advisors must be willing to serve as an advisor for one year; a commitment to attend board meetings and any special board functions; and a willingness to participate in policy discussions and policy deliberation.

A vote of the full board is required.

The Oregon Education Association submitted three Teacher Advisor candidates for consideration. In consultation with the Director of the Oregon Department of Education and the Board Chair, the Board Executive Committee reviewed the applications and is now making its final recommendations to the full board.

The following nomination is being made:

> Mona Khalil, Third Grade Teacher at Deer Creek Elementary, Tigard-Tualatin School District

SUMMARY OF PREVIOUS BOARD ACTION

This is the second year that Mona Khalil is being submitted for consideration by the full board.

Oregon State Board of Education
September 21, 2023
AGENDA ITEM: 3.D

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 Oregon Education Association (OEA) originally submitted Mona Khalil as one of three candidates for consideration during the 2022-2023 school year, and the Board selected her. Board leadership is now proposing that Mona Khalil continue in this position for an additional year.

EQUITY IMPACT ANALYSIS

The Board is focused on efforts to enhance equity, diversity, and inclusion policies and practices including the role of and standards for compulsory bilingual education. Having a bilingual speech pathologist voice in these discussions will be valuable to the Board.

FISCAL ANALYSIS

Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote confirms the appointment. A no vote leaves the board without a teacher advisor.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1:

Oregon State Board of Education
September 21, 2023

AGENDA ITEM: 3.E

SUBJECT: State Board of Education Advisor Nominations **STAFF NAME & OFFICE**: Corey Rosenberg, State Board of Education Administrator	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

The State Board of Education Procedures & Policy Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints Advisors on a yearly basis. The selection process begins in March of every year. Advisors will serve a one-year term from July 1 through June 30. Advisors may serve more than a single term and be re-elected for consecutive terms. Advisors will receive all materials distributed to the board as a whole.

The procedures and policy manual calls for the nominations of four advisors: K-12 Administrator, K-12 Teacher, K-12 Student, and Early Learning Advisor.

Policy # 102 also provides a process for accepting nominations:

K-12 School Administrator: Up to three nominations from the Confederation of School Administrators (COSA) will be submitted to the board. The board Executive Committee will recommend a candidate to the full board who will vote on the selection.

Responsibilities of Advisors

- Attend board meetings
- Assist the board in analyzing issues, proposals, and requests before it
- Other duties as assigned by the board chair

A vote of the full board is required.

The following recommendation has been made:

K-12 School Administrator: Dr. Paul Coakley, Superintendent, Multnomah Education Service District

SUMMARY OF PREVIOUS BOARD ACTION

This is the second year that Dr. Paul Coakley is being considered by the full board.

Oregon State Board of Education
September 21, 2023
AGENDA ITEM: 3.E

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 Coalition of Oregon School Administrators (COSA) originally submited Dr. Paul Coakley as one of three candidates for the 2022-2023 year, and the Board selected him. Board leadership is now propposing that Dr. Paul Coakley continue in this position for an adidtional year.

EQUITY IMPACT ANALYSIS

A major consideration in the selection of the school district administrator advisor was balanced and diverse geographical representation. Taking into account the current geographical makeup of the Board, including members and advisors, board leadership sought to ensure a voice from eastern Oregon was included.

FISCAL ANALYSIS

Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote will confirm the nomination. A no vote will leave the board without a school district superintendent advisor.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1:

Alt ELPA:

Embedded Standard Setting (ESS) and Cut Score Development

Executive Summary

Table of Contents

About the Alt ELPA ***2***

Methodology & Processes ***3***

Alt ELPA Cut Scores ***6***

Next Steps for States ***8***

Resources ***10***

About the Alt ELPA

The Alternate English Language Proficiency Assessment (Alt ELPA) is a new summative assessment designed to measure the English language proficiency of English Learners with the most significant cognitive disabilities. The Alt ELPA's purpose is to provide fair and valid information on the English language proficiency of this historically underserved group of students, in compliance with the Every Student Succeeds Act of 2015. All students with a significant cognitive disability who are identified as English Learners are eligible to, and required to, participate in annual Alt ELPA testing in grades K-12.

The Alt ELPA has been designed and developed by a collaborative group of ten state departments of education [1], led by the Iowa Department of Education, and national assessment experts. The Iowa Department of Education was awarded ~$7.9M in 2019, under the U.S. Department of Education's Competitive Grants for State Assessments Program, to develop and launch this assessment. The assessment was designed in partnership with the states by the Center for Research, Evaluation, Standards, and Student Testing (CRESST) at University of California Los Angeles (UCLA). Creative Measurement Solutions, Inc. (CMS), a leading educational measurement consultancy, partnered with CRESST to lead the participating states through a design and development process that included Embedded Standard Setting, a methodology that transforms the traditional "stand-alone" standard setting process into a continuous, active component of designing an assessment.

The assessment consists of test items that measure the two modalities of English language development: the Receptive modality, which includes listening and reading, and the Productive modality, which includes speaking and writing. English language proficiency on the Alt ELPA is categorized as a combination of students' performance in both the Receptive and Productive modalities.

The Alt ELPA has 3 overall proficiency determination categories, as described below:

- Proficient – Students show a level of English language proficiency reflected in the Alternate ELP standards that **enables full participation or only slightly limits participation** in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in all modalities. Once Proficient on the Alt ELPA, students may be considered for reclassification.

[1] The following states participated in the development of the Alt ELPA: Arizona, Arkansas, Connecticut, Iowa, Louisiana, Nebraska, New York, Ohio, Oregon, and West Virginia.

- Progressing – Students show a level of English language proficiency reflected in the Alternate ELP standards that **moderately limits participation** in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining above Level 1 and below Level 3 in at least one modality. Students scoring Progressing on the Alt ELPA are eligible for ongoing program support.
- Emerging – Students show a level of English language proficiency reflected in the Alternate ELP standards that **significantly limits participation** in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 1 in all modalities. Students scoring Emerging on the Alt ELPA are eligible for ongoing program support.

Student performance is placed into the proficiency categories above based on their scores in the Receptive and Productive modality. Performance in a modality is described by four performance levels:

- Level 1 – Beginning
- Level 2 – Intermediate
- Level 3 – Early Advanced
- Level 4 – Advanced

A modality performance level of 3 or 4 indicates the student is demonstrating they have the English language skills in that modality, as described in the Alternate English language proficiency standards, to participate in grade-appropriate academic content, as described in the state's alternate content standards. Students who achieve Level 3 or 4 in both modalities are considered Proficient, and are eligible to be exited from English language services.

Cut scores divide the continuum of student performance into the four performance levels listed above. Cut scores are selected points on the score scale of a test or sub-test. The Embedded Standard Setting process is one of the methodologies used to identify the assessment's cut scores.

Methodology & Processes

Establishing the appropriate Alt ELPA cut scores for modalities and grade levels is a multi-step, iterative process. This process is reflected in the Embedded Standard Setting approach, and includes item specification, item writing, item review, field testing, item bank calibration, estimation of cut scores, application of expert judgement to cut scores (also called "smoothing"), Inconsistent Item Review, and state approval of cut scores. These processes all work in concert to establish cut scores that reflect the performance expectations in the Alt

English Language Proficiency standards, and to ensure that the Alt ELPA measures the intended construct and provides valid, meaningful assessment scores.

As an initial step, performance level descriptors were written by experts familiar with the instruction of English language learners with significant cognitive, states' alternate academic content standards, and the Alternate English language proficiency standards. Those performance level descriptors detail the language skills the student can demonstrate on the assessment. Using those performance level descriptors, professional item writers constructed assessment items, and each item was written to measure a specific "target", or performance level, of a standard.

Once the items were written, a panel of expert educators reviewed and confirmed the item writers had met the target of measurement for each assessment item. Items that were judged to have met their targets were field tested. **Field testing** is another step in validating the assessment and the accuracy of the measurement targets reflected in each item.

Using student testing data from the field test, CRESST generated item statistics, calibrated the item bank and established **cut scores** for each modality. Using item response theory, the probability of test-takers at various levels of performance providing correct responses on an item was estimated. Creative Measurement Solutions' analytical method considered the achievement level descriptors and the judgements of subject matter experts in addition to item response data when calculating the optimal cut scores. These analytical cut score estimates are not perfect, but their uncertainty can be quantified by calculating standard error values.

When the assessment was field tested, some items performed as expected, (e.g., the item measured the performance level it was intended to measure). For some items, however, there were discrepancies between the analytical results and the subject matter experts' judgements. It is at this point when the panel of expert educators convened to reconcile these discrepancies. This is called **Inconsistent Item Review**, and the panel event took place on August 2-3, 2023. The feedback and expert judgements of this panel of expert educators was used to further refine the assessment's items.

For example, the item writers may have indicated that an item is most appropriate for Level 2 learners, but field test data could show that even Level 1 learners provided correct responses with ease. This is considered an inconsistent item. The educators at the Inconsistent Item Review Workshop reviewed both the item writers' target of measurement and the assessment data, and rendered a judgement of which performance level the item is actually targeting. This expert judgement is an important step in the process of establishing cut scores and preparing the assessment to be administered operationally.

Another element in the cut score setting process was the **Contrasting Groups Study**. In this study, teachers who regularly work with English Learners with significant cognitive disabilities were asked to rate their students' proficiency levels overall, and on each modality. This study was conducted at the same time the students took the field test. Ideally, the results from these surveys should be consistent with the empirical results from the test – the assessment data showing how students performed. For example, if a student scored "Proficient" on the Alt ELPA, their teacher should ideally have the same opinion about that student's language proficiency and their ability to participate in grade-level instruction without English Learner services.[2]

Results from the Alt ELPA Contrasting Groups Study were generally consistent with the empirical results. Teachers tended to rate productive skills lower than what students actually achieved on the test, although a representative from the Iowa Department of Education mentioned that this outcome is typical in Contrasting Groups Studies.

The Inconsistent Item Review Workshop and the Contrasting Groups study provided valuable insights into the accuracy of the cut scores. Analytically optimal cut scores are not always optimal in a practical sense. Additional evidence contributed by state education agency (SEA) stakeholders was also considered. SEAs must balance the precision and rigor of an assessment's cut scores with the impact of those cut scores on student outcomes. Adjustments to cut scores, commonly referred to as "smoothing", may need to be made if the proposed cut scores result in unusually high or low proportions of learners being classified into a particular category.

In the case of the Alt ELPA, smoothing of the cut scores allows states to administer an assessment that balances fairness and validity. With the original, analytically derived cut scores, the proportion of Alt ELPA test-takers in grades K and 1 demonstrating proficiency in productive skills was near zero. This made it effectively impossible for an English learner with the most significant cognitive disabilities to receive an overall proficient rating and thereby test out of EL services. While the meaning and purpose of a test that is essentially impossible to pass can be called into question, test designers and SEAs have to make sure the Alt ELPA maintains its integrity by ensuring that students who are determined to be proficient do indeed have the language skills to engage in instruction alongside their peers, who are students with significant cognitive disabilities who are *not* English learners.

Thus, the states engaged in further discussion with CRESST and CMS about smoothing (e.g., adjusting) the assessment's cut scores. These small adjustments were done by means of **vertical articulation**, which is a method of adjusting the cut scores to account for incremental

[2] If this ideal case is realized, we have additional validity evidence for the Alt ELPA cut scores. If not, we have additional pieces of information for overview and inquiry regarding the Alt ELPA cut scores.

growth from one grade level to the next by expanding the cut scores to include the statistical margin of error. In response to this issue, states voted to adopt an adjustment to the cut scores that would increase the percentage of proficient grade K and 1 English learners from about 1% to about 3-4%. This **smoothing** of the cut scores also helped to align the assessment outcomes with the intended purpose and guiding principles of the assessment.

Additional evidence in support of this smoothing is that a 3-4% proficiency rate for grade K and 1 students is similar to that for the general ELPA population (students who are English learners but are not significantly cognitively disabled). CMS, CRESST, and SEAs also voiced that slightly conservative cut scores are beneficial for students in low grades so that students who are near, but not yet proficient, can continue receiving important English learner services and support for at least another year, allowing these students to advance their language skills and improving their likelihood of success with grade-appropriate content classrooms.

Alt ELPA Cut Scores

After the Alt ELPA state representatives approved the smoothing of the cut scores, CRESST transformed those based on the Alt ELPA score reporting scale, which reports modality and domain scores on a scale of 0-99. This scale was chosen for its familiarity to students, families, and educators. Using a familiar scale increases the meaning and accessibility of Alt ELPA scores to the numerous stakeholders who will use these scores.

The Alt ELPA measures the four domains of language—listening, reading, speaking, and writing—as required in Federal law. The Alt ELPA reports student scores based on those four domains and two modalities of language: reception and production.

Reception, also called the "receptive modality", expresses how a student receives communication: via listening and reading. Production, also known as the "productive modality", describes how a student produces communication, via speaking and writing. The cut scores for each domain (listening, reading, speaking, and writing) are the same as the cut scores for the modality that domain is in (receptive or productive).

Cut scores for reporting are provided as a range of the lowest (minimum) and highest (maximum) cut scores for each performance level. The proposed cut scores for the Alt ELPA are listed in *Table 1 and Table 2.*

Table 1. Alt ELPA Receptive Modality Cut Scores for Grades K-12.

Grade	Receptive Modality (Listening and Reading)							
	L1		L2		L3		L4	
	Min	Max	Min	Max	Min	Max	Min	Max
KG	0	61	62	70	71	82	83	99
1	0	56	57	64	65	83	84	99
2	0	50	51	60	61	79	80	99
3	0	55	56	65	66	82	83	99
4	0	38	39	51	52	83	84	99
5	0	44	45	57	58	86	87	99
6	0	33	34	42	43	79	80	99
7	0	34	35	44	45	80	81	99
8	0	35	36	45	46	80	81	99
9	0	35	36	46	47	82	83	99
10	0	35	36	46	47	82	83	99
11	0	35	36	46	47	82	83	99
12	0	35	36	46	47	82	83	99

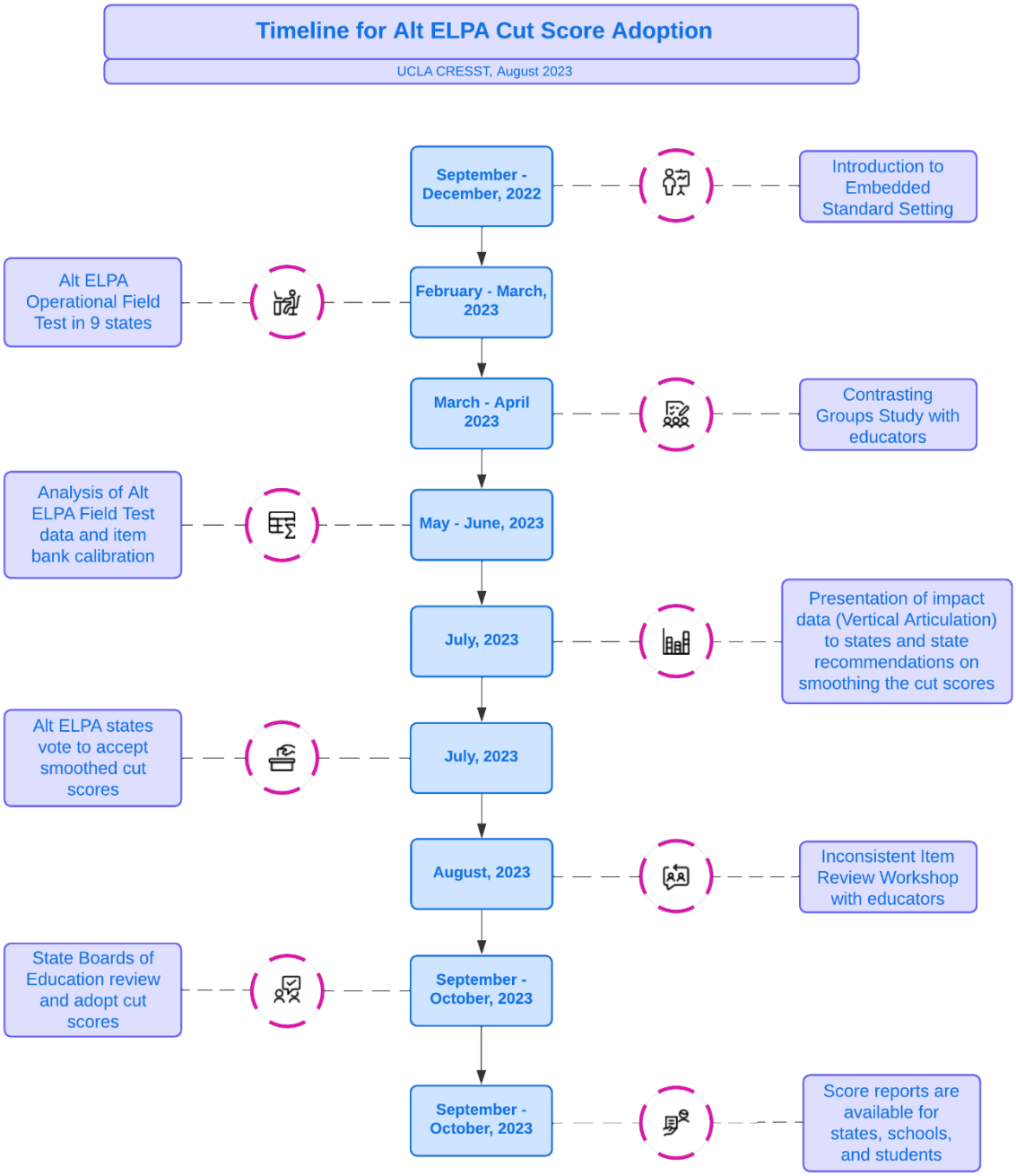
Table 2. Alt ELPA Productive Modality Cut Scores for Grades K-12

Grade	Productive Modality (Speaking and Writing)							
	L1		L2		L3		L4	
	Min	Max	Min	Max	Min	Max	Min	Max
KG	0	73	74	83	84	91	92	99
1	0	67	68	82	83	94	95	99
2	0	61	62	80	81	87	88	99
3	0	66	67	83	84	89	90	99
4	0	41	42	72	73	80	81	99
5	0	48	49	77	78	84	85	99
6	0	41	42	64	65	83	84	99
7	0	42	43	66	67	84	85	99
8	0	44	45	67	68	85	86	99
9	0	49	50	67	68	76	77	99
10	0	49	50	67	68	76	77	99
11	0	49	50	67	68	76	77	99
12	0	49	50	67	68	76	77	99

Next Steps for States

States planning to operationalize the Alt ELPA will review the assessment's cut scores with their state Boards of Education in September and October of 2023.

A timeline for the cut score adoption process, and a list of additional resources, are on the following pages.


Timeline for Alt ELPA Cut Score Adoption
UCLA CRESST, August 2023
September - December, 2022
Introduction to Embedded Standard Setting
Alt ELPA Operational Field Test in 9 states
February - March, 2023
March - April 2023
Contrasting Groups Study with educators
Analysis of Alt ELPA Field Test data and item bank calibration
May - June, 2023
July, 2023
Presentation of impact data (Vertical Articulation) to states and state recommendations on smoothing the cut scores
Alt ELPA states vote to accept smoothed cut scores
July, 2023
August, 2023
Inconsistent Item Review Workshop with educators
State Boards of Education review and adopt cut scores
September - October, 2023
September - October, 2023
Score reports are available for states, schools, and students

RESOURCES

- Alt ELPA Standard Setting Design document (to be finalized Fall 2023): Link
- Overall proficiency categories and modality reporting PLDs: Link

Alt ELPA
Alternate English Language Proficiency Assessment

Alternate English Language Proficiency Assessment (Alt ELPA):
Frequently Asked Questions

This document has been modified from the vendor-provided version.

Alt ELPA Assessment

1. **Who takes the Alt ELPA assessment?**
   The Alt ELPA is for eligible students who have both a significant cognitive disability and have been identified as an English learner. Each participating state has their own eligibility criteria guidance, which is available on the state's education website.

2. **When is the Alt ELPA administered?**
   Each state decides when to administer the Alt ELPA. You can find your state's Alt ELPA testing window on the state's education website.

3. **What does the Alt ELPA test?**
   The Alt ELPA assesses listening, speaking, reading, and writing, which is required by federal law. This measures the student's ability to both understand and use the English language for communication and learning.

4. **How is the Alt ELPA administered?**
   The Alt ELPA is administered on the computer, one on one with a Test Administrator and the student. Ideally, the Test Administrator should be someone that is familiar to the student.

5. **How long is the Alt ELPA?**
   The Alt ELPA has 40 items. This is about as long as alternate assessments in other content areas, like Mathematics or English language arts.
   Different students will need different amounts of time to complete the Alt ELPA.

6. **What is the Alt ELPA used for?**
   The Alt ELPA is designed specifically for English Learners with significant cognitive disabilities. The test helps determine which students still need English language instruction to fully benefit from challenging academic content delivered in English. A student who scores Proficient on the Alt ELPA no longer needs English language services and is ready to leave English learner status. Some states call this "reclassification".

7. **What do the test questions/items look like?**
   You can learn more about the design of Alt ELPA test questions, and see a sample question and sample scoring notes here: "The Alt ELPA Test Questions".
   You can find more sample Alt ELPA questions in the sample tests on your state's testing portal.

Alt ELPA
Alternate English Language Proficiency Assessment

Alt ELPA - Accessibility

8. **What accessibility supports are available on the Alt ELPA?**

For the full list of accessibility supports available on the Alt ELPA, please consult the Alt ELPA Accessibility and Accommodation Manual, found on your state's testing portal.

9. **What if the student is not able to read the questions or respond?**

   The entire test can be read aloud to the student. Alt ELPA also has a protocol for students who do not have an observable mode of communication.

10. **Is there a Braille version of the Alt ELPA?**

    The Alt ELPA does not currently offer Braille versions.

11. **Is there a paper-pencil version of the Alt ELPA?**

    Test administrators may use the print on request feature and securely print test items for a student who needs this support.

12. **Does the Alt ELPA use tactile graphics?**

    Test administrators may use tactile graphics or symbols for students, as needed.

13. **Are manipulatives used on the Alt ELPA?**

    Manipulatives are not necessary to complete the Alt ELPA.

©2021–2023 Regents of the University of California.

Alt ELPA Reporting Performance Level Descriptors (PLDs)

Kindergarten

Listening			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 61	**Score Range: 62 to 70**	**Score Range: 71 to 82**	**Score Range: 83 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with limited participation in short conversations ● Responding to simple yes/no questions about familiar topics ● Recognizing information from experience or from a provided source	● Identifying some key words from read-alouds and oral presentations ● Recognizing the meaning of some familiar, concrete words in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions about familiar topics	● Identifying key words and main topics from read-alouds and oral presentations ● Determining the meaning of a few novel words and a few abstract words and phrases occurring in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions about familiar topic	● Answering questions about key details from read-alouds and oral presentations ● Retelling basic information from read-alouds and oral presentations ● Answering simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Participating in short conversations ● Responding to more complex yes/no questions and wh- question

1734

© 2023 Regents of the University of California

Kindergarten

Reading			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 61	**Score Range: 62 to 70**	**Score Range: 71 to 82**	**Score Range: 83 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words in picture books or simple written text (e.g., labeled pictures) ● Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Recognizing information from experience or from a provided source	● Identifying some key words in picture books or simple written text ● Recognizing the meaning of some familiar, concrete words in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions and wh- questions about familiar topics ● Recalling information from experience or from a provided source to answer a question showing developing control	● Identifying key words and main topics in picture books or simple written texts ● Determining the meaning of a few novel words and a few abstract words and phrases in simple written texts about familiar and novel topics, experiences, or events ● Responding to simple yes/no questions and wh- questions about familiar topics ● Following simple rules for discussion about familiar topic	● Answering questions about key details in picture books or simple written texts ● Retelling basic information from simple written texts ● Answering simple questions to help determine the meaning of some frequently occurring words and phrases in simple written texts about familiar and novel topics, experiences, or events ● Participating in short conversations ● Responding to more complex yes/no questions and wh- question

1735

© 2023 Regents of the University of California

Kindergarten

Speaking			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 73	**Score Range: 74 to 83**	**Score Range: 84 to 91**	**Score Range: 92 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
• Communicate simple information, including a feeling or opinion, about a familiar topic or experience • Listen with limited participation in short conversations • Respond to simple yes/no questions about familiar topics • Recognize information from experience or from a provided source	● Communicate simple information or feelings about familiar topics, experiences, or events ● Indicate awareness of the difference between appropriate language for the playground and for the classroom ● Listen with some participation in short conversations ● Respond to simple yes/no questions and wh- questions about familiar topic	● Communicate simple information or feelings about familiar and novel topics, experiences, or events ● Identify a feeling or opinion about a familiar topic ● Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences ● Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom	● Tell or dictate simple information about familiar topics, stories, experiences, or events ● Express an opinion or preference about a familiar topic ● Use words, sounds, expressions, and gestures appropriate for social and academic contexts to demonstrate increasing awareness language appropriate for various contexts ● Participate in short conversations ● Respond to more complex yes/no questions and wh-questions

1736

© 2023 Regents of the University of California

Kindergarten

Writing			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 73	**Score Range: 74 to 83**	**Score Range: 84 to 91**	**Score Range: 92 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including feelings, about a familiar topic or experience ● Respond to simple yes/no questions about familiar topics ● Recognize information from experience or from a provided source	● Communicate simple information or feelings about familiar topics, experiences, or events ● Indicate awareness of the difference between appropriate language for the playground and for the classroom ● Respond to simple yes/no questions and wh- questions about familiar topics ● Recall information from experience or from a provided source to answer a question showing developing control	● Communicate simple information or feelings about familiar and novel topics, experiences, or events ● Identify a feeling or opinion about a familiar topic ● Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences ● Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom	● Tell or dictate simple information about familiar topics, stories, experiences, or events ● Express an opinion or preference about a familiar topic ● Use words and expressions appropriate for social and academic contexts to demonstrate increasing awareness of language appropriate for various contexts ● Participate in short conversations ● Respond to more complex yes/no questions and wh-question

1737

© 2023 Regents of the University of California

Grade 1

Listening			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 56	**Score Range: 57 to 64**	**Score Range: 65 to 83**	**Score Range: 84 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening with limited participation in short conversations ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects	● Identifying key words from read-alouds and oral presentations ● Determining the meaning of frequently occurring words and phrases in simple oral discourse about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions ● Participating in shared research projects ● Labeling information from some provided sources showing emerging control	● Identifying key words and main topics from read-alouds and oral presentations ● Determining the meaning of a few novel words and a few abstract words and phrases occurring in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions about familiar topic	● Answering questions about key details from read-alouds and oral presentations ● Retelling basic information from read-alouds and oral presentations ● Determining the meaning of less-frequently occurring words and phrases from simple oral presentations and read-alouds ● Participating in short conversations ● Responding to simple yes/no questions and wh- questions ● Following some rules for discussion about familiar topics

1738

© 2023 Regents of the University of California

Grade 1

Reading			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 56	**Score Range: 57 to 64**	**Score Range: 65 to 83**	**Score Range: 84 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases in simple written texts ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects ● Labeling information from a few provided sources showing limited control	● Identifying key words in simple written texts ● Determining the meaning of frequently occurring words and phrases in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions and wh- questions ● Participating in shared research projects ● Labeling information from some provided sources showing emerging control	● Identifying key words and the main topic in simple written texts ● Determining the meaning of general words and phrases in written texts about familiar and novel topics, experiences, or events ● Responding to simple yes/no questions and wh- questions ● Following simple rules for discussion about familiar topics ● Participating in shared research projects ● Retelling key information from provided sources showing emerging control	● Answering questions about key details from simple written texts ● Retelling basic information from simple written texts ● Determining the meaning of less-frequently occurring words and phrases from simple written texts ● Responding to simple yes/no questions and wh- questions ● Following some rules for discussion about familiar topics ● Participating in shared research projects

1739

© 2023 Regents of the University of California

Grade 1

Speaking			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 67	**Score Range: 68 to 82**	**Score Range: 83 to 94**	**Score Range: 95 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information or feelings about a familiar topic or experience ● Indicate the appropriate audience or task when presented with familiar phrases and simple sentences ● Indicate appropriate language for the playground and for the classroom ● Listen with limited participation in short conversations ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects	● Communicate simple information about familiar topics, experiences, or events ● Demonstrate developing awareness of appropriate language for the playground and for the classroom ● Listen with some participation in short conversations ● Respond to simple yes/no questions and wh- questions ● Participate in shared research projects ● Label information from some provided sources showing emerging control	• Communicate simple information about familiar and novel topics, experiences, or events • By using some words, sounds, expressions, and gestures appropriate for the playground and for the classroom, demonstrate awareness of the difference between appropriate language for the playground and for the classroom • Listen with some participation in short conversations	• Express an opinion or preference about familiar topics, stories, experience, or events • Tell simple information about familiar topics, stories, experiences, or events • By using an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom), demonstrate awareness of the difference between appropriate language in various context

1740

© 2023 Regents of the University of California

Grade 1

Writing			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 67	**Score Range: 68 to 82**	**Score Range: 83 to 94**	**Score Range: 95 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information or feelings about a familiar topic or experience ● Indicate the appropriate audience or task when presented with familiar phrases and simple sentences ● Indicate appropriate language for the playground and for the classroom ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects ● Label information from a few provided sources showing limited control	● Communicate simple information about familiar topics, experiences, or events ● Demonstrate developing awareness of appropriate language for the playground and for the classroom ● Respond to simple yes/no questions and wh- questions ● Participate in shared research projects ● Label information from some provided sources showing emerging control	● Communicate simple information about familiar and novel topics, experiences, or events ● By using some words, expressions, and gestures appropriate for the playground and for the classroom, demonstrate awareness of the difference between appropriate language for the playground and for the classroom ● Respond to simple yes/no questions and wh- questions ● Follow simple rules for discussion about familiar topics	● Express an opinion or preference about familiar topics, stories, experience, or events ● Tell or dictate simple information about familiar topics, stories, experiences, or events ● By using an increasing number of words, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom), demonstrate awareness of the difference between appropriate language in various contexts

1741

© 2023 Regents of the University of California

Grade Band 2-3

Listening			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
2nd Score Range: 0 to 50 **3rd Score Range: 0 to 55**	**2nd Score Range: 51 to 60** **3rd Score Range: 56 to 65**	**2nd Score Range: 61 to 79** **3rd Score Range: 66 to 82**	**2nd Score Range: 80 to 99** **3rd Score Range: 83 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words/phrases from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening with occasional participation in short conversations ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects ● Labeling information from a few provided sources	● Identifying the main topic or characters from read-alouds and oral presentations ● Determining the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening to and participating in short conversations ● Responding to simple yes/no questions about familiar topics ● Participating in shared research project	● Identifying the main topic or characters from read-alouds and oral presentations ● Sequencing information from read-alouds and oral presentations ● Determining the meaning of a few general academic and content-specific words and frequently occurring expressions in oral discourse about familiar topics, experiences, or events ● Listening to and participating in short conversations ● Responding to simple yes/no questions about familiar topic	● Determining the main idea or theme from read-alouds and oral presentations ● Identifying some details that support the main idea or theme from read-alouds and oral presentations ● Retelling parts of a story from read-alouds and oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or event

1742

© 2023 Regents of the University of California

Grade Band 2-3

Reading			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
2nd Score Range: 0 to 50 **3rd Score Range: 0 to 55**	**2nd Score Range: 51 to 60** **3rd Score Range: 56 to 65**	**2nd Score Range: 61 to 79** **3rd Score Range: 66 to 82**	**2nd Score Range: 80 to 99** **3rd Score Range: 83 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases in simple written texts ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects ● Labeling information from a few provided sources ● Analyzing and critiquing arguments of others	● Identifying the main topic or characters in simple written texts ● Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects ● Labeling information from some provided sources	● Identifying the main topic or characters in simple written texts ● Sequencing information from simple written texts ● Determining the meaning of general academic and content-specific words and frequently occurring expressions in written texts about familiar and novel topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Following simple rules for discussion about familiar topic	● Determining the main idea or theme from simple written texts ● Identifying some details that support the main idea or theme in simple written texts ● Retelling parts of a story from simple written texts ● Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

1743

© 2023 Regents of the University of California

Grade Band 2-3

Speaking			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
2nd Score Range: 0 to 61 **3rd Score Range: 0 to 66**	**2nd Score Range: 62 to 80** **3rd Score Range: 67 to 83**	**2nd Score Range: 81 to 87** **3rd Score Range: 84 to 89**	**2nd Score Range: 88 to 99** **3rd Score Range: 90 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including a preference about a familiar topic, story, experience, or event ● Communicate understanding of the meaning of some words learned through conversations, reading, and being read to ● Listen with occasional participation in short conversations ● Respond to simple yes/no questions about familiar topics ● Participate in shared research project	● Communicate simple information, including a preference about familiar topics, stories, experiences, or events ● Communicate understanding of words appropriate for social versus academic contexts (e.g., playground, classroom) ● Listen to and participate in short conversations ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects ● Label information from some provided sources	● Communicate information, including a preference about familiar and novel topics or stories ● Provide one or two reasons or facts for a preference about a familiar topic or story ● Use some words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) ● Listen to and participate in short conversation	● Deliver short presentations or information (e.g., about familiar and novel topics, stories, experiences, or events) ● Provide a few reasons to support information or a preference about a familiar topic or story ● Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) ● Participate in short conversations

1744

© 2023 Regents of the University of California

Grade Band 2-3

Writing			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
2nd Score Range: 0 to 61 **3rd Score Range: 0 to 66**	**2nd Score Range: 62 to 80** **3rd Score Range: 67 to 83**	**2nd Score Range: 81 to 87** **3rd Score Range: 84 to 89**	**2nd Score Range: 88 to 99** **3rd Score Range: 90 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including opinions, about familiar texts, topics, and experiences ● Communicate understanding of the meaning of some words learned through conversations, reading, and being read to ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects ● Label information from a few provided sources ● Analyze and critique arguments of others	● Compose simple written text about familiar texts, topics, experiences, or events ● Communicate understanding of words appropriate for social versus academic contexts (e.g., playground, classroom) ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects ● Label information from some provided sources	● Compose written text about familiar texts, topics, experiences, or events ● Provide one or two reasons or facts to support the information about familiar and novel topics ● Use some words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) ● Respond to simple yes/no questions about familiar topic	● Compose written text about familiar texts, topics, experiences, or events ● Provide a few reasons or facts to support the information about familiar and novel topics ● Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) ● Ask and answer simple questions to exchange ideas or information, or to clarify for understanding

1745

© 2023 Regents of the University of California

Grade Band 4-5

Listening			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
4th Score Range: 0 to 38 **5th Score Range: 0 to 44**	**4th Score Range: 39 to 51** **5th Score Range: 45 to 57**	**4th Score Range: 52 to 83** **5th Score Range: 58 to 86**	**4th Score Range: 84 to 99** **5th Score Range: 87 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening with occasional participation in short conversations ● Respond to simple yes/no questions about familiar topics ● Participating in shared research project	● Identifying the main topic or characters from read-alouds and oral presentations ● Determining the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Participating in short conversations about familiar topics and texts ● Participating in shared research projects ● Labeling information from some provided source	● Identifying the main topic or characters from read-alouds and oral presentations ● Sequencing information from read-alouds and oral presentations ● Determining the meaning of a few general academic and content-specific words and frequently occurring expressions in oral discourse about familiar topics, experiences, or events ● Participating in short conversations about familiar topics and texts ● Recall information from experience	● Determining the main idea or theme from read-alouds and oral presentations ● Identifying some details that support the main idea or theme from read-alouds and oral presentations ● Retelling parts of a story from read-alouds and oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or events

1746

© 2023 Regents of the University of California

Grade Band 4-5

Reading			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
4th Score Range: 0 to 38 **5th Score Range: 0 to 44**	**4th Score Range: 39 to 51** **5th Score Range: 45 to 57**	**4th Score Range: 52 to 83** **5th Score Range: 58 to 86**	**4th Score Range: 84 to 99** **5th Score Range: 87 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases in simple written texts ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events ● Participating in short written exchanges about familiar topics ● Participating in shared research projects ● Labeling information from a few provided sources ● Identifying a point an author makes	● Identifying the main topic or characters in simple written texts ● Determining the meaning of frequently occurring words and expressions in simple written texts about familiar topics, experiences, or events ● Participating in short written exchanges about familiar topics and texts ● Participating in shared research projects ● Labeling information from some provided sources	● Identifying the main topic or characters in simple written texts ● Sequencing information from simple written texts ● Determining the meaning of general academic and content-specific words and frequently occurring expressions in written texts about familiar and novel topics, experiences, or events ● Participating in short written exchanges about familiar topics and texts ● Responding to simple questions about familiar topics and texts	● Determining the main idea or theme from simple written texts ● Identifying some details that support the main idea or theme in simple written texts ● Retelling parts of a story from simple written texts ● Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or event

1747

© 2023 Regents of the University of California

Grade Band 4-5

Speaking			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
4th Score Range: 0 to 41 **5th Score Range: 0 to 48**	**4th Score Range: 42 to 72** **5th Score Range: 49 to 77**	**4th Score Range: 73 to 80** **5th Score Range: 78 to 84**	**4th Score Range: 81 to 99** **5th Score Range: 85 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including opinions about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short conversations about familiar topics ● Participate in shared research projects ● Label information from a few provided sources ● Identify a point an author or speaker makes	● Communicate simple information, including opinions about familiar topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short conversations about familiar topics and texts ● Participate in shared research projects ● Label information from some provided sources ● Identify a reason a speaker gives to support a main idea	● Communicate information, including an opinion and one or two reasons or facts to support the information about a familiar topic ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short conversations about familiar topics and texts ● Respond to simple questions about familiar topics and texts	● Deliver short presentations or information (e.g., about familiar and novel topics, experiences, or events) ● Provide a few reasons or facts to support information about a familiar topic ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short conversations about familiar topics and texts

1748

© 2023 Regents of the University of California

Grade Band 4-5

Writing			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
4th Score Range: 0 to 41 **5th Score Range: 0 to 48**	**4th Score Range: 42 to 72** **5th Score Range: 49 to 77**	**4th Score Range: 73 to 80** **5th Score Range: 78 to 84**	**4th Score Range: 81 to 99** **5th Score Range: 85 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including an opinion about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short written exchanges about familiar topics ● Participate in shared research projects. ● Label information from a few provided sources ● Identify a point an author or speaker makes	● Compose simple written text about familiar texts, topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short written exchanges about familiar topics and texts ● Participate in shared research projects ● Label information from some provided sources ● Identify a reason an author gives to support a main idea	● Compose written text about familiar texts, topics, experiences, or events ● Provide one or two reasons or facts to support the information about familiar and novel topics ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and texts	● Deliver presentations or information ● Compose written text about familiar texts, topics, experiences, or events ● Provide a few reasons or facts to support the information about familiar and novel topics ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and text

1749

© 2023 Regents of the University of California

Grade Band 6-8

Listening			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
6th Score Range: 0 to 33 **7th Score Range: 0 to 34** **8th Score Range: 0 to 35**	**6th Score Range: 34 to 42** **7th Score Range: 35 to 44** **8th Score Range: 36 to 45**	**6th Score Range: 43 to 79** **7th Score Range: 45 to 80** **8th Score Range: 46 to 80**	**6th Score Range: 80 to 99** **7th Score Range: 81 to 99** **8th Score Range: 81 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases in oral communications ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions about familiar topics ● Gathering information from a few provided sources ● Labeling information from a few provided sources	● Identifying the main topic in oral presentations ● Determining the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions and some wh-questions about familiar topics ● Gathering information from a few provided sources	● Identifying the main topic in oral presentations ● Retelling a few key details from oral presentations ● Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions and some wh-questions about familiar topics	● Summarizing information from oral presentations ● Identifying two or more central ideas or themes in oral presentations ● Identifying supporting details and how they support central ideas or themes in oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and expressions in oral presentations about a variety of topics, experiences, or events

1750

© 2023 Regents of the University of California

Grade Band 6-8

Reading			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
6th Score Range: 0 to 33 **7th Score Range: 0 to 34** **8th Score Range: 0 to 35**	**6th Score Range: 34 to 42** **7th Score Range: 35 to 44** **8th Score Range: 36 to 45**	**6th Score Range: 43 to 79** **7th Score Range: 45 to 80** **8th Score Range: 46 to 80**	**6th Score Range: 80 to 99** **7th Score Range: 81 to 99** **8th Score Range: 81 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
● Identifying a few key words and phrases in simple written texts ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events ● Participating in short written exchanges about familiar topics and texts ● Responding to simple questions about familiar topics and texts ● Gathering information from a few provided sources	● Identifying the main topic in simple written texts ● Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events ● Participating in short written exchanges about familiar topics and texts ● Responding to simple questions and some wh-questions about familiar topics and texts ● Gathering information from a few provided sources	● Identifying the main topic in simple written texts ● Retelling a few key details from simple written texts ● Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events ● Participating in short written exchanges about familiar topics and texts	● Summarizing information from simple written texts ● Identifying two or more central ideas or themes in simple written texts ● Identifying supporting details and how they support central ideas or themes in simple written texts ● Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

1751

© 2023 Regents of the University of California

Grade Band 6-8

Speaking			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
6th Score Range: 0 to 41 **7th Score Range: 0 to 42** **8th Score Range: 0 to 44**	**6th Score Range: 42 to 64** **7th Score Range: 43 to 66** **8th Score Range: 45 to 67**	**6th Score Range: 65 to 83** **7th Score Range: 67 to 84** **8th Score Range: 68 to 85**	**6th Score Range: 84 to 99** **7th Score Range: 85 to 99** **8th Score Range: 86 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short conversations about familiar topics ● Respond to simple questions about familiar topics ● Gather information from a few provided sources ● Label information from a few provided sources	● Communicate simple information about familiar topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short conversations about familiar topics ● Respond to simple questions and some wh- questions about familiar topics ● Gather information from a few provided sources	● Communicate information about familiar and novel topics, experiences, or events ● Provide one or two reasons or facts to support the information about a familiar topic ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short conversations about familiar topics	● Deliver presentations or information about familiar and novel topics, experiences, or events ● Provide a few reasons or facts to support the information about a familiar topic ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short conversations about familiar topics

1752

© 2023 Regents of the University of California

Grade Band 6-8

Writing			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
6th Score Range: 0 to 41 **7th Score Range: 0 to 42** **8th Score Range: 0 to 44**	**6th Score Range: 42 to 64** **7th Score Range: 43 to 66** **8th Score Range: 45 to 67**	**6th Score Range: 65 to 83** **7th Score Range: 67 to 84** **8th Score Range: 68 to 85**	**6th Score Range: 84 to 99** **7th Score Range: 85 to 99** **8th Score Range: 86 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate simple information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short written exchanges about familiar topics and texts ● Respond to simple questions about familiar topics and texts ● Gather information from a few provided sources ● Label information from a few provided sources	● Compose simple written text about familiar texts, topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short written exchanges about familiar topics and texts ● Respond to simple questions and some wh- questions about familiar topics and texts ● Gather information from a few provided sources	● Compose written text about familiar texts, topics, experiences, or events ● Provide one or two reasons or facts to support the information about familiar and novel topics ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and texts	● Compose written text about familiar texts, topics, experiences, or events ● Provide a few reasons or facts to support the information about familiar and novel topics ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and texts

1753

© 2023 Regents of the University of California

Grade Band 9-12

Listening			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 35	**Score Range: 36 to 46**	**Score Range: 47 to 82**	**Score Range: 83 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
• Identifying a few key words and phrases in oral communications • Recognizing the meaning of a few frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events • Participating in short conversations about familiar topics • Responding to simple questions and some wh- questions about familiar topics • Gathering information from a few provided sources	• Identifying the main topic in oral presentations. • Determining the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events • Participating in short conversations about familiar topics • Responding to simple questions and wh- questions about familiar topics • Gathering information from a few provided sources	● Identifying the main topic in oral presentations ● Retelling a few key details from oral presentations ● Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions and wh- questions about familiar topics	● Summarizing information from oral presentations ● Identifying two or more central ideas or themes in oral presentations ● Identifying supporting details and how they support central ideas or themes in oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and expressions in oral presentations about a variety of topics, experiences, or events

1754

© 2023 Regents of the University of California

Grade Band 9-12

Reading			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 35	**Score Range: 36 to 46**	**Score Range: 47 to 82**	**Score Range: 83 to 99**
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
• Identifying a few key words and phrases in simple written texts • Recognizing the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Responding to simple questions about familiar topics and texts • Gathering information from a few provided sources	• Identifying the main topic in simple written texts • Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Responding to simple questions and wh- questions about familiar topics and texts • Gathering information from a few provided source	• Identifying the main topic in simple written texts • Retelling a few key details from simple written texts • Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Retelling information using labeled illustrations, diagrams, or other graphics	• Summarizing information from simple written texts • Identifying two or more central ideas or themes in simple written texts • Identifying supporting details and how they support central ideas or themes in simple written texts • Participating in written exchanges and answering simple questions about familiar topics and texts • Responding to the ideas of others or expressing one's own ideas about familiar topics and texts

1755

© 2023 Regents of the University of California

Grade Band 9-12

Speaking			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 49	**Score Range: 50 to 67**	**Score Range: 68 to 76**	**Score Range: 77 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short conversations about familiar topics ● Respond to simple questions about familiar topics ● Gather information from a few provided sources	● Communicate simple information about familiar topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short conversations about familiar topics ● Respond to simple questions and wh- questions about familiar topics ● Gather information from a few provided sources	● Communicate information about familiar and novel topics, experiences, or events ● Provide one or two reasons or facts to support information about a familiar topic ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short conversations about familiar topics ● Respond to simple questions and wh- questions about familiar topics	● Deliver presentations or information about familiar and novel topics, experiences, or events ● Provide a few reasons or facts to support information about a familiar topic ● Use an increasing number of academic and content-specific words and phrases ● Participate in short conversations and answer simple questions about familiar topics ● Respond to others' ideas or express one's own ideas about familiar topics

1756

© 2023 Regents of the University of California

Grade Band 9-12

Writing			
Level 1: Beginning	**Level 2:** Intermediate	**Level 3:** Early Advanced	**Level 4:** Advanced
Score Range: 0 to 49	**Score Range: 50 to 67**	**Score Range: 68 to 76**	**Score Range: 77 to 99**
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
● Communicate information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short written exchanges about familiar topics and texts ● Respond to simple questions and some wh- questions about familiar topics and texts ● Gather information from a few provided sources	● Compose simple written text about familiar texts, topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short written exchanges about familiar topics and texts ● Respond to simple questions and wh- questions about familiar topics and texts ● Identify a main point an author or speaker makes	● Compose written text about familiar texts, topics, experiences, or events ● Provide one or two reasons or facts to support information about familiar and novel topics ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and texts	● Compose written text about familiar texts, topics, experiences, or events ● Provide a few reasons or facts to support information about familiar and novel topics ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in written exchanges and answer simple questions about familiar topics and texts

1757

© 2023 Regents of the University of California

Contributors:

1758

- Arizona
- Arkansas
- California
- Colorado
- Guam
- Iowa
- Louisiana
- Michigan
- Nebraska
- New York
- North Carolina
- Ohio
- Oregon
- Pennsylvania
- South Carolina
- Texas
- U.S. Virgin Islands
- Washington
- Washington, D.C.
- West Virginia
- CCSSO EL Assessment Task Force
- CCSSO SWD Assessment Task Force
- Teachers
- Representatives from major consortia/project: DLM, MSAA, ELPA21, WIDA, ALTELLA
- Other experts in standards, measurement, English learners, students with disabilities, English learners with disabilities, English learners with significant cognitive disabilities
- Project Director: Fen Chou
- Project Manager: Edynn Sato
- Senior Advisor: Martha Thurlow

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Achievement Level Descriptor and Cut Score Adoption for the Alt ELPA

SUBJECT: Achievement Level Descriptor and Cut Score Adoption for the Alt ELPA **STAFF NAME & OFFICE**: Dan Farley, Andrea Lockard, Mason Rivers, and Ben Wolcott Office of Research, Assessment, Data, Accountability, and Reporting In 2023, the state of Oregon administered a new test, called the Alternate English Language Proficiency Assessment (Alt ELPA). In order to report the results of this test, the State Board of Education will need to adopt achievement level descriptors and cut scores which define student performance levels and proficiency.	☒ **Second Read** ☐ **Written Report**

BACKGROUND

1. History:

In spring 2023, OR administered a new test call the Alt ELPA. This test, which forms an alternative to the general ELPA Summative assessment, measures the English proficiency of eligible English learners with significant cognitive disabilities in grades K-12.

Because the 2023 administration was the test's first administration, the achievement level descriptors (ALDs) that define in words what performance at each of four levels means across all grade bands, as well as the cut scores that accurately define the boundaries for each performance level, need to be adopted by the State Board of Education (SBE) to define proficiency on the Alt ELPA. The vendor has completed a standard setting process to generate recommended ALDs and cut scores for the SBE's consideration. ODE is submitting these proposed ALDs and cut scores to the SBE for approval.

2. Purpose

Student performance on the Alt ELPA determines whether a student retains English learner status (continuing to receive English language development services and test annually on the Alt ELPA) or exits EL status.

3. Does the board have any areas of discretion on this policy and/or update?

While it is very uncommon for the SBE to deviate from the specific recommendations provided by standard setting panelists, the SBE may choose to approve, revise, or reject the recommended ALDs and cut scores.

4. Stakeholder voice/input (individual and collective i.e., groups)

Standard setting is a technical process that requires measurement experts and educators who have expertise in the relevant content areas. Standard setting took place in July and August 2023, facilitated by the test development vendor ELPA21 and involving educators with Special Education and multilingual learner experience from every state across the consortium, including Oregon.

The work of this panel, which included 24 selected participants across 8 participating states, most directly affects the students who are participating in the Alt ELPA (students who have EL status and are experiencing the most significant cognitive disabilities.) The panel returned recommendations for cut

scores and achievement level descriptors on the test, which the State Board will review and decide to approve, revise, or reject.

SUMMARY OF PREVIOUS BOARD ACTION

The State Board heard an informational presentation on this topic in June 2023, and a first read in September 2023. There is no previous Board action for the Alt ELPA. The SBE has historically adopted ALDs and cut scores for all of Oregon's statewide general and alternate tests, including our English language arts/literacy, mathematics, and science tests, as well as our general English language proficiency test (ELPA).

POLICY ISSUE OR CONCERNS

The State of Oregon is required to offer a technically adequate alternate English language proficiency assessment, pursuant to United States Department of Education Assessment Peer Review requirements. ALDs and cut scores are an essential element of test development, as they provide a means of interpreting student performance at the system level, helping to determine how well our education system is supporting students in mastering content that should be part of instruction. Without ALDs and cut scores, student performance on the test cannot be reported and districts are unable to make decisions about English learner status and English language development service provision.

EQUITY IMPACT ANALYSIS

The current ELPA Summative test is not an appropriate instrument for measuring the English proficiency of students experiencing the most significant cognitive disabilities. The development of the Alt ELPA creates a more appropriate instrument that will help districts make informed decisions regarding EL status and service provision for these students. Adopting ALDs and cut scores for the Alt ELPA is the final piece necessary for districts to make decisions about exiting or remaining in EL status for this student population.

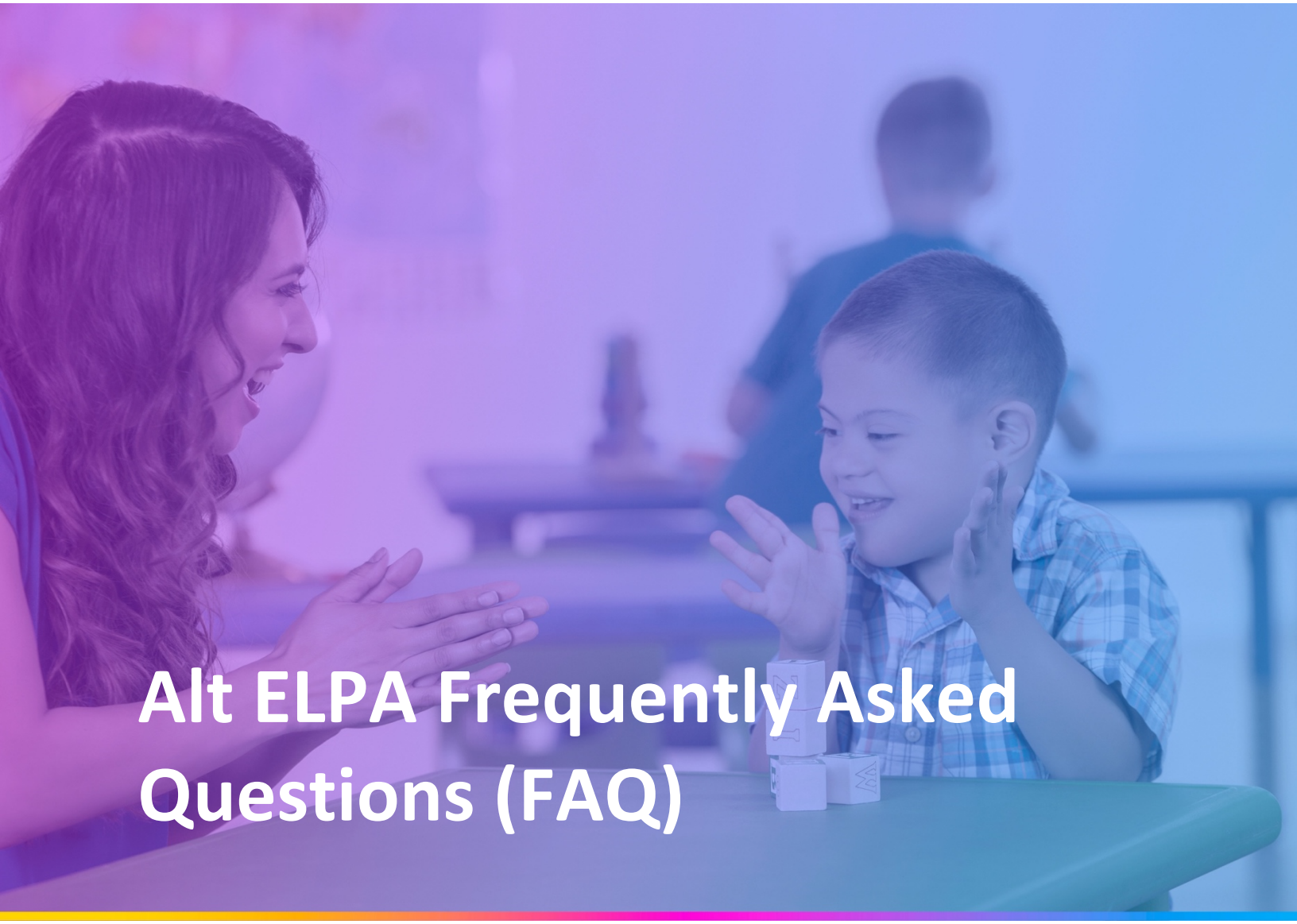
FISCAL ANALYSIS

ODE has already assumed the fiscal impact for this initial work, through our test delivery and content contracts, respectively. Future costs will be for maintenance and continuous improvement of the system.

ATTACHMENTS

Attachment 1: Alt ELPA Executive Summary (including cut scores)
Attachment 2: Alt ELPA ALDs
Attachment 3: Alt ELPA FAQ
Attachment 4: Alt ELPA Standards contributors

Alt ELPA
Alternate English Language Proficiency Assessment



Alt ELPA Frequently Asked Questions (FAQ)

Alternate English Language Proficiency Assessment
School Year 2023–2024

1761
© 2023 Regents of the University of California

Table of Contents

Parents/Guardians and Educators....3

Alt ELPA Assessment....3

Accessibility....4

Scoring and Reporting....4

State Leads....5

Test Design and General Information....5

Peer Review Federal Requirements....5

© 2023 Regents of the University of California.

Frequently Asked Questions:
Parents/Guardians and Educators

Alt ELPA Assessment

1. **Who takes the Alt ELPA assessment?**
   The Alt ELPA is for eligible students who have a significant cognitive disability and have been identified as an English learner. Each participating state has their own eligibility criteria guidance, which can be found on your state's education department website.

2. **When is the Alt ELPA administered?**
   Each state decides when to administer the Alt ELPA. You can find your state's Alt ELPA testing window on your state's education department website.

3. **What does the Alt ELPA test?**
   The Alt ELPA assesses the four language domains: listening, speaking, reading, and writing, as required by federal law. The Alt ELPA measures students' ability to both understand and use the English language for communication and learning.

4. **How is the Alt ELPA administered?**
   The Alt ELPA is administered on the computer, one-on-one with a test administrator and the student. Ideally, the test administrator should be someone that is familiar to the student.

5. **How long is the Alt ELPA?**
   The Alt ELPA has a total 40–50 items across the four domains of language. This is about as long as alternate assessments in other content areas like mathematics or English language arts. Different students will need different amounts of time to complete the Alt ELPA.

6. **What is the Alt ELPA used for?**
   The Alt ELPA is designed specifically for English learners with significant cognitive disabilities. The test helps determine which students still need English language instruction to fully benefit from challenging academic content delivered in English. A student who scores proficient on the Alt ELPA no longer needs English language services and is ready to leave English learner status. Some states call this "reclassification."

7. **What do the test questions/items look like?**
   To learn more about the design of the Alt ELPA test questions and scoring rubric, please see the samples available in *The Alt ELPA Test Questions*. You can find additional sample questions within the sample tests on your state's testing portal.

© 2023 Regents of the University of California.

Accessibility

8. **What accessibility supports are available on the Alt ELPA?**
   For the full list of accessibility supports available on the Alt ELPA, please consult the *Alt ELPA Accessibility and Accommodation Manual*, found on your state's testing portal.

9. **What if the student is not able to read the questions or respond?**
   The entire test can be read aloud to the student. Alt ELPA also has a process for educators to follow for students who do not have an observable mode of communication. This is covered in the Alt ELPA training modules.

10. **Is there a Braille version of the Alt ELPA?**
    Parents/guardians and teachers can work with their local school to determine if Braille versions of the questions are available. Other allowable accommodations may be more appropriate.

11. **Is there a paper-pencil version of the Alt ELPA?**
    Yes, test administrators may use the print on request feature and securely print test items for a student who needs this support.

12. **Does the Alt ELPA use tactile graphics?**
    Yes, test administrators may use tactile graphics or symbols for students, as needed.

13. **Are manipulatives allowable on the Alt ELPA?**
    Yes, manipulatives may be used but are not necessary to complete the Alt ELPA.

Scoring and Reporting

14. **When will data be provided to schools/districts/charters?**
    For school year 2022–23 results, the Alt ELPA reporting window will begin in late October 2023, with specific dates varying by state. For future test administrations, the reporting window will begin in late spring. Please check with your state's alternate assessment coordinator for the opening of the reporting window. There will be permissioned access to score reports in the testing reporting portal based on user roles.

15. **Will there be school and district/charters score reports?**
    Yes. There will be score reports for schools and districts/charters to use for planning and providing instructional support. There will also be individual student reports for students that should be shared and communicated with parents/families.

© 2023 Regents of the University of California.

Frequently Asked Questions:
State Leads

Test Design and General Information

1. **What Alt ELPA tests are available?**
   The Alt ELPA is a summative English language proficiency assessment for students with significant cognitive disabilities. A screener was beyond the scope of this project and has not yet been developed at this time. For additional information on the availability of a screener, please contact your state test coordinator.

2. **How many domains does the Alt ELPA test?**
   The Alt ELPA assesses the four domains of listening, reading, speaking, and writing, consistent with federal requirements. Additionally, Alt ELPA reports scores for the productive (speaking and writing domains) and receptive (listening and reading domains) modalities.

3. **What are the Alt ELPA performance levels?**
   The Alt ELPA Policy Performance Level Descriptors (PLDs) have three levels: emerging, progressing, and proficient. The Range and Reporting Performance Level Descriptors (PLDs) currently have four levels: (1) beginning, (2) intermediate, (3) early advanced, and (4) advanced. Range PLDs have been drafted for the four domains (listening, reading, speaking, writing), covering Grades K–12.

4. **What is the Alt ELPA's operational status?**
   The Alt ELPA is fully operational for school year 2023–2024 (winter/spring 2024).

Peer Review Federal Requirements

5. **Do CAAELP states need to complete a peer review process for the Alt ELPA?**
   Yes, all 9 CAAELP states need to complete a peer review process for the Alt ELPA assessment. UCLA CRESST will assist the participating states in the peer review process. Please reach out to Cathryn Still, the ELPA21 Executive Director, with questions or concerns.

© 2023 Regents of the University of California.

* indicates "exemplary" program scoring of 80% or higher with no criterion score of

Category	Oregon Adoption	Publisher
Category 1: Grades K-5	MEETS*	Accelerate Learning Inc
Category 1: Grades K-5	MEETS*	Accelerate Learning Inc
Category 1: Grades K-5	DOES NOT MEET	Activate Learning
Category 1: Grades K-5	MEETS*	Amplify Education
Category 1: Grades K-5	DOES NOT MEET	Carolina Biological Supply
Category 1: Grades K-5	MEETS*	Discovery Education
Category 1: Grades K-5	MEETS*	Great Minds
Category 1: Grades K-5	MEETS*	Houghton Mifflin Harcourt
Category 1: Grades K-5	MEETS*	McGraw Hill
Category 1: Grades K-5	DOES NOT MEET	Studies Weekly
Category 1: Grades K-5	MEETS*	Twig Education (Imagine
Category 2: Grades 6-8	MEETS*	Accelerate Learning Inc
Category 2: Grades 6-8	MEETS*	Accelerate Learning Inc
Category 2: Grades 6-8	MEETS*	Activate Learning
Category 2: Grades 6-8	MEETS*	Amplify Education
Category 2: Grades 6-8	MEETS*	Carolina Biological Supply
Category 2: Grades 6-8	MEETS*	Discovery Education
Category 2: Grades 6-8	MEETS*	Educurious Partners
Category 2: Grades 6-8	MEETS*	Green Ninja
Category 2: Grades 6-8	MEETS*	Houghton Mifflin Harcourt
Category 2: Grades 6-8	MEETS*	Kendall Hunt
Category 2: Grades 6-8	MEETS*	Lab Aids
Category 2: Grades 6-8	DOES NOT MEET	McGraw Hill
Category 2: Grades 6-8	DOES NOT MEET	McGraw Hill
Category 2: Grades 6-8	MEETS*	Propello
Category 2: Grades 6-8	MEETS*	Stile Education
Category 2: Grades 6-8	MEETS*	Twig Education (Imagine
Category 2: Grades 6-8	MEETS*	Twig Education (Imagine
Category 3: Grades 9-12	MEETS*	Accelerate Learning Inc
Category 3: Grades 9-12	DOES NOT MEET	Activate Learning
Category 3: Grades 9-12	MEETS	Discovery Education
Category 3: Grades 9-12	MEETS*	Houghton Mifflin Harcourt
Category 3: Grades 9-12	MEETS*	McGraw Hill
Category 3: Grades 9-12	MEETS*	Savvas

Oregon Instructional Materials in Scienc

f zero.

Program Title & Score Sheets	Copyright	Price List	1.1 Alignment	1.2 Science
Collaborate Science K-5	2023	Price List	2	2
STEMscopes K-5	2023	Price List	2	2
PRIME K-5	2020	N/A	2	2
Amplify Science K-5	2022	Price List	2	2
Building Blocks of Science K-5	2018	N/A	2	1
Science Techbook for Oregon K-5	2024	Price List	2	2
PhD Science K-5	2023	Price List	2	2
HMH Into Science K-5	2021	Price List	2	2
Inspire Science K-5 with Actively Learn	2020	Price List	2	2
Explore Science K-5	2022	N/A	2	2
Twig Science Oregon K-5	2022	Price List	2	2
Collaborate Science Middle School	2023	Price List	2	2
STEMScopes Middle School	2023	Price List	2	2
Activate Learning's OpenSciEd Middle School	2020	Price List	2	2
Amplify Science Middle School	2022	Price List	2	2
Carolina Biological Supply Company's	2022	Price List	2	2
Science Techbook for Oregon 6-8	2024	Price List	2	2
Educurious Science - Middle School (includes	2022	Price List	2	2
Green Ninja Middle School Science	2023	Price List	2	2
HMH Into Science Middle School	2022	Price List	2	2
Kendall Hunt's OpenSciEd Middle School	2022	Price List	2	2
Issues and Science by Lab Aids - Middle	2020	Price List	2	2
Inspire Science Middle School with Actively	2020	N/A	2	2
Integrated - Inspire Science Middle School	2020	N/A	2	2
Propello Science for Oregon - Middle School	2022	Price List	2	2
Stile Digital - Middle School	2023	Price List	2	2
Twig Science Oregon Middle School	2022	Price List	2	2
Integrated - Twig Science Oregon Middle	2022	Price List	2	2
STEMscopes High School	2023	Price List	2	2
Active Science (Physics, Chemistry,	2020	N/A	0	2
Science Techbook for Oregon HS	2024	Price List	1	1
HMH Science Dimensions	2018 & 2020	Price List	2	2
Inspire Science High School	2020	Price List	2	2
Savvas High School Science (Environmental	019, 2021, 202	Price List	2	2

e - Contract Years 2024-2031

1.3 Learning	2.1	2.2 Culturally	3.1 Supports	3.2 Supports	3.3 Digital	4.1 Formative
2	2	2	2	2	2	2
1	2	1	2	2	2	2
2	1	0	2	1	2	1
2	2	2	2	2	2	2
2	2	0	2	2	2	2
2	2	1	2	2	2	2
2	2	1	2	2	N/A	2
2	2	1	2	2	2	2
2	2	1	2	2	1	1
2	2	0	1	0	2	1
2	2	1	2	2	2	1
2	2	1	1	2	2	2
2	2	1	2	2	2	2
2	2	2	2	2	2	2
2	2	1	2	2	2	2
2	2	2	2	2	2	2
2	2	2	1	2	2	2
2	2	2	1	1	2	2
2	2	2	2	2	2	1
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	1	2	2	2	2
1	2	0	2	2	2	1
1	2	0	2	2	2	1
2	1	1	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
1	2	0	1	2	1	2
1	1	1	1	2	1	1
1	2	1	2	2	2	2
2	2	1	2	2	2	2
2	2	1	2	2	2	2

[redacted]

4.2	4.3 Integrated	Legal	Publisher	Demo
2	1	YES	N/A	
1	2	YES	N/A	
2	1	NO	PRIME	
1	N/A	YES	K-5 response	
2	1	NO	Carolina	
2	2	YES	Response	
1	N/A	YES	PhD Science	PhD Science
1	1	YES	HMH K-5	HMH Demo
1	2	YES	N/A	
1	N/A	NO	Studies	
1	1	YES	N/A	
2	0	YES	N/A	
1	2	YES	N/A	
2	2	YES	N/A	
2	N/A	YES	Middle School	
2	2	YES	Carolina	
2	2	YES	Discovery	
1	1	YES	N/A	
2	N/A	YES	Green Ninja	
2	2	YES	Into Science	HMH Demo
2	2	YES	N/A	
2	2	YES	N/A	
1	2	NO	MHE	
1	2	NO	MHE	
1	1	YES	N/A	
1	2	YES	Stile Response	
2	1	YES	N/A	
2	1	YES	N/A	
1	1	YES	N/A	
2	1	NO	Activate HS	
1	1	YES	Discovery	
2	2	YES	Science	HMH Demo
2	2	YES	N/A	
2	2	YES	Savvas	

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Science Instructional Materials Adoption/OAR 581-011-0070 & 0071 Instructional Materials Adopted by the State Board of Education

SUBJECT: Science Instructional Materials Adoption/OAR 581-011-0070 & 0071 Instructional Materials Adopted by the State Board of Education **STAFF NAME & OFFICE**: Aujalee Moore, Jamie Rumage, Alexa Pearson; Office of Teaching, Learning and Assessment Rules 581-011-0070 and 581-011-0071 instruct the State Board of Education to adopt a list of basal instructional materials annually in the subject matter cycle adopted by the Board according to the criteria adopted by the Board under OAR 581-011-0117. The science basal instructional materials list is ready for the Oregon State Board of Education to review and adopt. ☐New Rule ☐Amend Existing Rule ☐Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐**Temp Rule** ☐**Presentation** ☒**No Presentation**

BACKGROUND

The State Board of Education adopts instructional materials on a seven-year subject matter cycle prior to October 31 each year. Traditionally, the adoption results in a seven-year contract with publishers for the content area proposed for adoption (ORS 337.050, OAR 581-011-0070, and OAR 581-011-0071). 2023 is the adoption year for science.

The work of the instructional materials review built on the review and revision of our state standards that occurred between January 2021 - June 2022. The goal of the science standards review within grades K-5 was to add supporting statements to the standards and specify the assessment boundaries for each standard; the goal in grades 6-8 was to provide flexibility in standards sequencing that maintained coherence within integrated courses as well as supported localized programmatic needs (i.e. Outdoor School); and the goal across K-12 was to elevate opportunities for climate change education by identifying those standards with proximal connections to climate science.

During the summer of 2023, the Science Instructional Materials Evaluation Committee, composed of K-12 science educators, received a combination of synchronous and self-paced training. The training included an equity grounding, information about the academic content standards and adoption criteria, and a section on Ratings, Consensus, & Feedback which provided clarity on how to determine group scores and provide high-quality feedback. Additionally, the panel received technical training about scoring and writing high-quality feedback statements. The training materials will be included on the Instructional Materials site as guidance for school districts that wish to conduct independent reviews and/or professional development.

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Science Instructional Materials Adoption/OAR 581-011-0070 & 0071 Instructional Materials Adopted by the State Board of Education

The evaluation committee reviewed and evaluated materials in a hybrid format during the month of July. The evaluators provided comments and feedback describing how each submission conformed to the review criteria. The comments and feedback will be shared when the adopted list is published and can be used by districts to support their local adoptions. Final score notification was provided to publishers on August 11, 2023, and a list of materials recommended for adoption was compiled.

The Oregon Department of Education hereby requests the State Board of Education adopt basal instructional materials for science with a contract period beginning February 1, 2023 and ending June 30, 2030.

Basal instructional materials are not considered a comprehensive curriculum. To that end, school districts will need to review the strengths and weaknesses of each instructional material listed to guide supplemental material selection. The reviewed science instructional materials must meet all non-negotiable criteria, which include content alignment and equitable student engagement. Additionally, materials must meet a majority threshold within the technical usability and assessment criteria in order to be recommended for adoption.

Following adoption by the State Board of Education, school districts make the local decision to either select and adopt from the ODE list (ORS 337.050 and OAR 581-022-2355), independently adopt instructional materials using the state criteria (OAR 581-022-2350), or postpone adoption for up to two years (OAR 581-022-2360).

SUMMARY OF PREVIOUS BOARD ACTION

The list of recommendations for the 2023 science instructional materials adoption was presented to the Board at the September 2023 meeting.

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

There are no known policy questions raised due to this request.

EQUITY IMPACT ANALYSIS

The review of instructional materials is an opportunity to set a vision of what equitable teaching and learning looks like within adopted materials in K-12 science. Equitable access to high quality materials, teaching practices, and expectations are the foundation to the vision of K-12 science education. ODE

shares the vision of access and equity described in the Framework for K-12 Science Education developed by the National Research Council:

> "**Equity in science education** requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of **connecting to students' interests and experiences is particularly important for broadening participation in science."**
> ***NRC: A Framework for K-12 Science Education, 2012.***

By conducting a state-level instructional materials adoption process, all school districts have access to a list of vetted high-quality instructional materials. "High-quality curriculum allows for students to build knowledge and skills that will prepare and provide opportunities for critical thinking and discourse to engage with the world successfully. Thus we get to the heart of equity and empowerment." (*Nychelle Toussaint, CA EdReports evaluator).* Adopting the approved list for science will support districts in selecting instructional materials that meet Oregon's high standards for alignment to standards, instructional excellence, and cultural responsiveness. Materials on the approved list of science instructional materials have been evaluated using adoption criteria that are focused on cultural responsiveness and diverse representation.

Adoption of the list of science instructional materials will save school districts money and time by allowing them to choose from the list rather than conducting independent adoptions. Districts that purchase from the state adopted list receive a guaranteed contract price for seven years. However, school districts may still conduct independent adoptions if they so choose.

EFFECT OF A "YES" OR "NO" VOTE

A "Yes" vote will provide Oregon school districts with a list of science instructional materials to choose from that meet the science adoption criteria.

A "No" vote will mean that there will not be an ODE approved list of adopted science instructional materials for Oregon school districts; therefore, all public school districts would need to conduct independent adoptions to choose their science materials.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1: 2023 Science Category 1-3 (Grades K-12) Adoption List

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's *Foundations of Language and Literature*, OAR 581-011-0086

SUBJECT: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's Foundations of Language and Literature, OAR 581-011-0086 **STAFF NAME & OFFICE**: The publisher Bedford, Freeman, & Worth has requested to update the 2018 version of Foundations of Language and Literature materials, adopted by the State Board of Education in 2021, to the updated version of Foundations of Language and Literature. Substituted materials will be supplied to Oregon schools at the contract price of the originally adopted edition unless the price for the substituted version's price is lower than the 2021 contract price. The updated materials have been reviewed by OTLA's Language Arts Education Specialist, Tina Roberts, who has confirmed the change to be an appropriate update. ☐New Rule ☐Amend Existing Rule ☐Repeal Rule	☐ **First Reading** ☐**Presentation** ☐**No Presentation** ☒**Action** ☐**Temp Rule** ☐**Presentation** ☒**No Presentation**

BACKGROUND

The State Board of Education adopted Bedford, Freeman, & Worth's *Foundations of Language and Literature* 2018 edition as a recommended instructional resource for English Language Arts in October 2021. In 2023, the publisher Bedford, Freeman, & Worth published an updated edition of *Foundations of Language and Literature,* which meets the ELA adoption criteria set by the State Board of Education in 2020 and includes minor changes that increase the cultural responsiveness of the materials.

Tina Roberts, ODE's Language Arts Education Specialist, has completed a review of the materials to confirm that they are an appropriate update. Additionally, Northwest Textbook Depository was engaged to confirm that the update was appropriate and would not negatively affect districts currently using the 2018 edition of *Foundations of Language and Literature*. Districts would now be able to purchase the updated version of *Foundations of Language and Literature* for a contract price through Northwest Textbook Depository without conducting a formal independent adoption.

The State Board of Education has the discretion to approve the update to *Foundations of Language and Literature* or decline Bedford, Freeman, & Worth's request to update the materials from the 2018 edition to the 2023 edition. We are asking the State Board of Education to approve adding the new edition of *Foundations of Language and Literature* to the list of recommended ELA instructional materials.

SUMMARY OF PREVIOUS BOARD ACTION

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's *Foundations of Language and Literature*, OAR 581-011-0086

In March 2023, the Board approved a substitution request in ELA, and in May 2023 the Board approved a substitution request for mathematics. The ELA instructional materials list was adopted by the State Board of Education in October 2021. The request to update Bedford, Freeman, & Worth's *Foundations of Language and Literature* material from the 2018 edition to the 2023 edition has not previously been brought before the Board.

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 impact of this approval is that districts will be allowed to purchase the updated edition of *Foundations of Language and Literature* for a stable contract price, guaranteed through January 2028, without conducting a formal independent adoption. Independent adoptions require districts to invest resources (time, labor, funds) in order to purchase and implement the materials. Since ODE has already reviewed the materials and confirmed they are appropriate for recommendation, districts who choose to use *Foundations of Language and Literature* 2023 will be positively impacted. The update to the ELA adopted materials list will allow access to updated materials while maintaining the current contract price. ODE has considered unintended consequences, and ODE does not have reservations about the approval of this addition to the ELA Instructional Materials list.

EQUITY IMPACT ANALYSIS

Districts who serve historically underserved populations will now have access to updated ELA materials for the same price as the currently recommended 2017 edition. The updates to *Foundations of Language and Literature* are intended to increase the cultural responsiveness and relevance of the materials, and were developed to have a positive impact on student engagement and achievement. According to the publisher, the *Foundations of Language and Literature* updates "address some of the requests for further diversity in the program and Bedford, Freeman, & Worth would like to make these resources available in Oregon classrooms." The new research units incorporate instruction and topics that are culturally relevant. The publisher states, "The diverse set of materials provide students with windows and mirrors as they build knowledge through a lens of multiple perspectives. The new 2nd edition of Foundations of Language and Literature provides each student with relevant, up-to-date, engaging, and timely experiences with both essays and literature for their course. Additionally, the new edition has allowed us to expand the diversity of the authors included within the book. The Second Edition ensures that students will see themselves among the authors who've contributed readings." Also, these updates engage students in rigorous research on captivating topics, which makes their learning experience more relevant and applicable to their lives.

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's *Foundations of Language and Literature*, OAR 581-011-0086

FISCAL ANALYSIS

The proposed update to *Foundations of Language and Literature* is fiscally beneficial to districts. Allowing the material to be officially updated gives districts the opportunity to purchase the 2023 edition for the contract price of the 2017 edition. This will ultimately lead to cost savings for districts.

EFFECT OF A "YES" OR "NO" VOTE

A "YES" vote would allow ODE to substitute the 2023 edition of *Foundations of Language and Literature* on the ELA instructional materials list for the remainder of the contract period (through January 2028).

A "NO" vote would deny the publisher's request to substitute the 2023 edition of *Foundations of Language and Literature* on the adopted ELA instructional materials list.

STAFF RECOMMENDATION

☒ Approve Approve next month ☐ No recommendation at this time

Prompted by: ☐ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1: OR Foundations of Language and Literature Substitution Request

Your Bridge to Success in English

Regardless of their preparation level, *Foundations of Language & Literature* can take your students to the next level. The first in our unified series of 9th-12th grade English textbooks, *Foundations* meets students where they are with differentiated texts, step-by-step instruction, and brief activities. Through careful development and constant reinforcement of foundational skills, this genre and mode-based book helps students grow as readers, writers, and thinkers.

The book is driven by the expertise of Renée H. Shea, John Golden, and Tracy Scholz, who know that skills like reading, writing, and working with sources need careful development and constant reinforcement. This genre and mode-based book approaches the course in new ways, investigating nonfiction as well as literature, delving into fascinating argument-driven Conversation units, asking students to write in the featured literary genres to empower them to read like a writer, and providing scaffolded public speaking instruction in response to each nonfiction mode so students develop essential skills for civil discourse.

Innovative and challenging, yet accessible and nurturing, *Foundations of Language & Literature* has all the support young minds need to be prepared for success in the later grades, AP® English, college, and beyond.

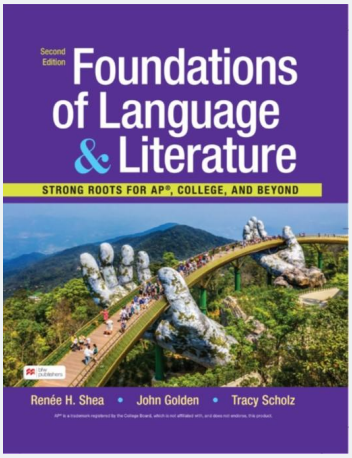
New to this Edition

NEW! Nearly 100 New Pieces of Literature and Nonfiction to Choose From.
This edition includes high-interest work by writers such as Viet Thanh Nguyen, Octavia Butler, Greta Thunberg, Tommy Orange, Roxane Gay, David Attenborough, Tea Obreht, George Takei, Erika L. Sánchez, Neil Gaiman, Layli Long Soldier, Eve Ewing, Farhad Manjoo, Angela Duckworth, David Sedaris, and more.

NEW! An Emphasis on Speaking and Listening for Effective Communication.
Whether you're interested in building a classroom community or preparing students to engage in academic dialogue, this textbook includes instruction and practice through Public Speaking Extension workshops in every genre/mode chapter. Opening chapter Activities also give students a chance to engage in discussion, exchange ideas, and deepen understanding. Finally, there are Speaking and Listening prompts in the Topics for Composing following each reading in the genre/mode chapters.

NEW! Revision Workshops Save the Day with Targeted Writing Help.
Not all students need to revise their writing in the same way. To meet individual writing needs, we include eight revision workshops with scaffolded activities at the end of the book.

NEW! Extending Beyond the Text: Authentic Engagement and Ready-Made Enrichment.
These features accompany readings throughout the book, and they challenge students to encounter other perspectives, grapple with counterarguments, and draw connections to real-world issues.



Foundations of Language and Literature
Strong Roots for AP®, College, and Beyond
Second Edition

© 2023

Renée H. Shea
John Golden
Tracy Scholz

Hardcover Edition ISBN: 978-1-319-40926-5

bfw publishers

bfwpub.com/fll2e

AP® is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product or message.

Hallmark Features

Opening Chapters Take an Active Approach to Foundational Skills.
These chapters teach skills essential for communication in the classroom and the world.

Readings Chapters' Genre/Mode Approach Builds Confidence and Explores Essential Ideas.
These chapters break down the essentials of working with each genre or mode: narrative, fiction, argument, poetry, exposition, drama, and mythology.

Differentiated Texts Make Targeted Instruction a Breeze.
Each genre/mode chapter has three sections:

- Section 1 / Foundational: short, approachable texts
- Section 2 / Grade-Level: longer, richer texts at grade level
- Section 3 / Challenging: stylistically and conceptually complex "reach" texts

Workshops in Each Genre/Mode Chapter Build on Essential Skills for Deeper Understanding.

- Skill Workshops introduce students to essential elements of the genre/mode.
- Public Speaking Extensions offer opportunities for public speaking and discussion around the genre/mode.
- Creative Writing Extensions provide practice writing in the genres.
- Writing Workshops walk through crafting analytical responses to each genre/mode.

Conversations Develop Synthesis Skills.
Each genre/mode chapter's Central Text has a Conversation tied to the topic or theme of that text. Synthesis leads to lively class discussions, demands nuanced and nimble thinking, and forces students to support their positions with evidence.

Probing Questions Provide Reading and Writing Practice.

- Understanding and Interpreting questions help students understand the content.
- Analyzing Language, Style, and Structure questions ask students to look at how writers' choices create meaning.
- Topics for Composing prompts include discussion, essay, and project ideas.

Supplements

- Teacher's Edition
- Teacher's Resource Materials
- Digital Collection of Additional Full-Length Works
- Assessment Items/Test Bank
- LearningCurve Adaptive Modules for Grammar and Mechanics

Our digital platform LaunchPad includes:

- Teacher's Edition e-book
- Student Edition e-book
- Editable Pacing Guides
- Activities
- Organizers
- Correlation Guides

bfw publishers

bfwpub.com/fll2e

AP® is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product or message.

581-022-2115
Assessment of Essential Skills

(1) Definitions. As used in this rule:

(a) “Assessment option” means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.

(b) “Essential Skills” means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

(c) “Local performance assessment” means a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide), embedded in the school districts’ and public charter schools’ curriculum that evaluates the application of students’ knowledge and skills.

(d) “Official state scoring guide” means an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to help rate student work. It is used by Oregon teachers to evaluate student work samples.

(e) “Student-initiated test impropriety” means student conduct that:

(A) Is inconsistent with:

(i) The Test Administration Manual; or

(ii) Accompanying guidelines; or

(B) Results in a score that is invalid.

(f) “Work sample” means a representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s). At the high school level, a work sample can be used to fulfill both the local performance assessment requirement described in Section 2 of this rule and the Essential Skills requirement described in Section 3 of this rule.

(2) School districts and public charter schools that offer grades 3 through 8 or high school shall administer local performance assessments for students in grades 3 through 8 and at least once in high school. For each skill area listed in section (17) of this rule, the assessments shall consist of:

(a) One work sample per grade scored using official state scoring guides; or

(b) Comparable measures adopted by the district.

(3) School districts and public charter schools shall require high school students to demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education for the purpose of student eligibility for:

(a) The high school diploma as established in OAR 581-022-2000; or

(b) The modified diploma as established in OAR 581-022-2010.

(4) Pursuant to ORS 339.115 and 339.505, school districts and public charter schools shall provide any eligible student with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of achieving the high school diploma or the modified diploma.

(5) To be eligible to receive a high school diploma or a modified diploma:

(a) For students first enrolled in grade 9 during the 2008-2009 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skill listed in section (16)(a) of this rule: Read and comprehend a variety of text.

(b) For students first enrolled in grade 9 during the 2009-2010 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in sections (16)(a)-(b) of this rule:

(A) Read and comprehend a variety of text; and

(B) Write clearly and accurately.

(c) For students first enrolled in grade 9 during the 2010-2011 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in section (16)(a)–(c) of this rule:

(A) Read and comprehend a variety of text;

(B) Write clearly and accurately; and

(C) Apply mathematics in a variety of settings.

(d) For students first enrolled in grade 9 during the 2011-2012 school year or first enrolled in grade 9 in any subsequent school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section 16(a)–(c) of this rule and any additional Essential Skills for which:

(A) The State Board of Education has adopted the determination to phase in for inclusion in the high school diploma and modified diploma requirements; and

(B) The State Board of Education has adopted assessment options by March 1 of the student's 8th grade year.

(e) School districts and public charter schools may require students to demonstrate proficiency in additional Essential Skills beyond the minimum requirements described in section (5)(a)-(d) of this rule.

(6) The Superintendent of Public Instruction shall establish an Assessment of Essential Skills Review Panel (AESRP) to make recommendations on:

(a) The phasing in of Essential Skills for inclusion in the high school diploma and the modified diploma requirements;

(b) The adoption of assessment options to measure students' proficiency in the approved Essential Skills for the purpose of the high school diploma or the modified diploma; and

(c) The achievement standards used to determine student eligibility for the high school diploma or the modified diploma.

(7) The AESRP shall work toward the goal of a system with a high degree of technical adequacy and equivalent rigor between assessment options as practicable.

(8) The AESRP shall base its recommendations on evidence provided by:

(a) School districts;

(b) Research organizations; and

(c) Other experts.

(9) The AESRP shall consist of assessment experts from:

(a) School districts, including but not limited to:

(A) Superintendents;

(B) Principals;

(C) Curriculum Directors;

(D) Educators;

(E) Special education educators; and

(F) English Language Learners (ELL) educators;

(b) Post-secondary education institutions; and

(c) Business partners who have expertise in:

(A) Assessment design;

(B) Assessment administration; or

(C) Use of assessments

(10) The State Board of Education shall make the determination to adopt the AESRP's recommended assessment options, and achievement standards for the purpose of conferring high school diplomas and modified diplomas. The determination of the State Board of Education will be final and not subject to appeal.

(11) The ODE shall issue the State Board of Education's intentions regarding the AESRP's recommendations by December 15 of each year and formal notice of the State Board of Education's final determination regarding the AESRP's recommendations by March 1 of each year as an addendum to the Test Administration Manual, which the ODE shall issue by August 1 of each year.

(12) School districts and public charter schools shall adhere to the requirements set forth in the Test Administration Manual to:

(a) Administer;

(b) Score;

(c) Manage; and

(d) Document the district and school assessments of students' proficiency in the Essential Skills required to receive a high school diploma or a modified diploma.

(13) School districts and public charter schools shall establish conduct and discipline policies addressing student-initiated test impropriety.

(14) School districts and public charter schools shall allow students to use assessment options and achievement standards adopted by the State Board of Education in a student's ninth through twelfth grade years as follows:

(a) Students may demonstrate proficiency in the Essential Skills using assessment options adopted in their ninth through twelfth grade years.

(b) Students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year.

(15) Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards in place of the assessment options adopted by the State Board of Education as described in section 14 of this rule. Districts that choose this option are required to publish:

(a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and

(b) Materials written in plain language that contain descriptions of the

(A) Purpose of the assessment;

(B) Scoring methodology;

(C) Method by which students and parents will receive results from the assessment;

(D) Criteria for determining student proficiency using the assessment; and

(E) Criteria for determining which students will have access to the assessment

(16) The ODE shall publish the subset of Essential Skills assessment options and the associated performance levels which may be used by each of Oregon's post-secondary institutions as defined by those institutions' policies provided to the ODE by October 15 of each year.

(17) The Essential Skills identified by the State Board of Education as of July 1, 2008 are as follows:

(a) Read and comprehend a variety of text;

(b) Write clearly and accurately;

(c) Apply mathematics in a variety of settings;

(d) Listen actively and speak clearly and coherently;

(e) Think critically and analytically;

(f) Use technology to learn, live, and work;

(g) Demonstrate civic and community engagement;

(h) Demonstrate global literacy; and

(i) Demonstrate personal management and teamwork skills.

(18) School districts and public charter schools shall include one or more local performance assessments for grades 3 through 8 and for high school for each of the following skill areas:

(a) Writing;

(b) Speaking;

(c) Mathematical problem-solving; and

(d) Scientific inquiry.

(19) School districts and public charter schools may include one social science analysis work sample that is administered in accordance with school district or public charter school policies as a local performance assessment for grades 3 through 8 and for high school.

(20) For students on an Individualized Education Plan (IEP) or 504 Plan, if a student's IEP or 504 Team determines that the nature of a student's disability prevents the student from demonstrating proficiency in an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student's IEP Team may exempt the student from the requirement as listed in the Test Administration Manual and determine an appropriate replacement assessment option for the student to use that addresses the Essential Skill in a manner that is consistent with:

(a) The student's instructional plan; and

(b) The state assessment criteria adopted by the State Board of Education.

(21) For students seeking a modified diploma, school districts and public charter schools may modify the assessment options adopted by the State Board of Education when the following conditions are met:

(a) For students on IEP or 504 Plans:

(A) School districts and public charter schools must comply with all requirements established by the student's IEP or 504 Plan when implementing modifications for work samples;

(B) School districts and public charter schools must comply with OAR 581-022-2100 section (4)(d) when implementing modifications for a statewide assessment.

(b) For students not on IEP or 504 Plans:

(A) School districts and public charter schools may only implement modifications for work samples that are consistent with the modifications the student has received during instruction in the content area to be assessed in the year in which the work sample is administered.

(B) School districts and public charter schools must obtain approval from the school team responsible for monitoring the student's progress toward the modified diploma before implementing modifications for work samples.

(C) Consistent with OAR 581-022-2100, school districts and public charter schools may not implement modifications for statewide assessments for students who are not on an IEP or 504 Plan.

(22) The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students graduating through the 2027-28 school year.

Statutory/Other Authority: ORS 329.451, 338.025, 339.115 & 339.505
Statutes/Other Implemented: 329.045, 329.075, 329.451, 329.485 & 338.115
History:
Renumbered from 581-022-0615 by ODE 16-2017, f. & cert. ef. 7-5-17
ODE 8-2011, f. & cert. ef. 7-1-11
ODE 19-2009, f. & cert. ef. 12-10-09
ODE 10-2009(Temp), f. & cert. ef. 9-1-09 thru 2-28-10
ODE 17-2008, f. & cert. ef. 6-27-08

APPENDIX 2

METHODS USED FOR 2018 - 2019 ESSENTIAL SKILLS REQUIREMENTS (Regular Diploma and Modified Diploma)

				Method for Meeting Essential Skills								
				Smarter Balanced		Other Standardized		Work Sample		Work	Local	
Essential Skill	Diploma Type	Student Group	Total Diplomas	# Students	% of Grads	# Students	% of Grads	# Students	% of Grads	Sample not in	Assessment	Unknown
Math	Regular	American Indian/Alaska Native	445	197	44%	64	14%	179	40%	0	5	0
Reading	Regular	American Indian/Alaska Native	445	308	69%	64	14%	72	16%	0	1	0
Writing	Regular	American Indian/Alaska Native	445	279	63%	14	3%	150	34%	0	2	0
Math	Regular	Native Hawaiian/Pacific Islander	242	114	47%	29	12%	95	39%	0	4	0
Reading	Regular	Native Hawaiian/Pacific Islander	242	172	71%	26	11%	43	18%	0	1	0
Writing	Regular	Native Hawaiian/Pacific Islander	242	152	63%	10	4%	79	33%	0	1	0
Math	Regular	Black/African American	753	237	31%	85	11%	422	56%	0	9	0
Reading	Regular	Black/African American	753	420	56%	83	11%	238	32%	1	11	0
Writing	Regular	Black/African American	753	360	48%	43	6%	343	46%	0	7	0
Math	Regular	Hispanic/Latino	7390	3371	46%	861	12%	2888	39%	7	263	0
Reading	Regular	Hispanic/Latino	7390	5293	72%	743	10%	1304	18%	23	27	0
Writing	Regular	Hispanic/Latino	7390	4755	64%	234	3%	2346	32%	27	28	0
Math	Regular	Multi-racial	2070	1149	56%	407	20%	501	24%	0	13	0
Reading	Regular	Multi-racial	2070	1511	73%	350	17%	205	10%	0	4	0
Writing	Regular	Multi-racial	2070	1430	69%	190	9%	442	21%	0	8	0
Math	Regular	White	22661	12826	57%	4634	20%	4744	21%	4	450	3
Reading	Regular	White	22661	16531	73%	3934	17%	2043	9%	4	146	3
Writing	Regular	White	22661	15743	69%	2247	10%	4524	20%	10	134	3

				Method for Meeting Essential Skills								
				Smarter Balanced		Other Standardized		Work Sample		Work	Local	
Essential Skill	Diploma Type	Student Group	Total Diplomas	# Students	% of Grads	# Students	% of Grads	# Students	% of Grads	Sample not in	Assessment	Unknown
Math	Modified	American Indian/Alaska Native	30	13	43%	3	10%	11	37%	0	3	0
Reading	Modified	American Indian/Alaska Native	30	17	57%	1	3%	10	33%	0	2	0
Writing	Modified	American Indian/Alaska Native	30	17	57%	0	0%	9	30%	0	4	0
Math	Modified	Native Hawaiian/Pacific Islander	11	3	27%	0	0%	7	64%	0	1	0
Reading	Modified	Native Hawaiian/Pacific Islander	11	5	45%	0	0%	5	45%	0	1	0
Writing	Modified	Native Hawaiian/Pacific Islander	11	3	27%	0	0%	7	64%	0	1	0
Math	Modified	Black/African American	69	26	38%	2	3%	40	58%	0	1	0
Reading	Modified	Black/African American	69	36	52%	5	7%	28	41%	0	0	0
Writing	Modified	Black/African American	69	31	45%	2	3%	36	52%	0	0	0
Math	Modified	Hispanic/Latino	428	229	54%	21	5%	170	40%	1	7	0
Reading	Modified	Hispanic/Latino	428	269	63%	16	4%	134	31%	4	5	0
Writing	Modified	Hispanic/Latino	428	242	57%	5	1%	174	41%	2	5	0
Math	Modified	Multi-racial	106	45	42%	4	4%	52	49%	0	5	0
Reading	Modified	Multi-racial	106	70	66%	5	5%	30	28%	0	1	0
Writing	Modified	Multi-racial	106	56	53%	1	1%	48	45%	0	1	0
Math	Modified	White	949	407	43%	57	6%	460	48%	0	25	0
Reading	Modified	White	949	565	60%	58	6%	314	33%	1	11	0
Writing	Modified	White	949	513	54%	13	1%	408	43%	1	14	0

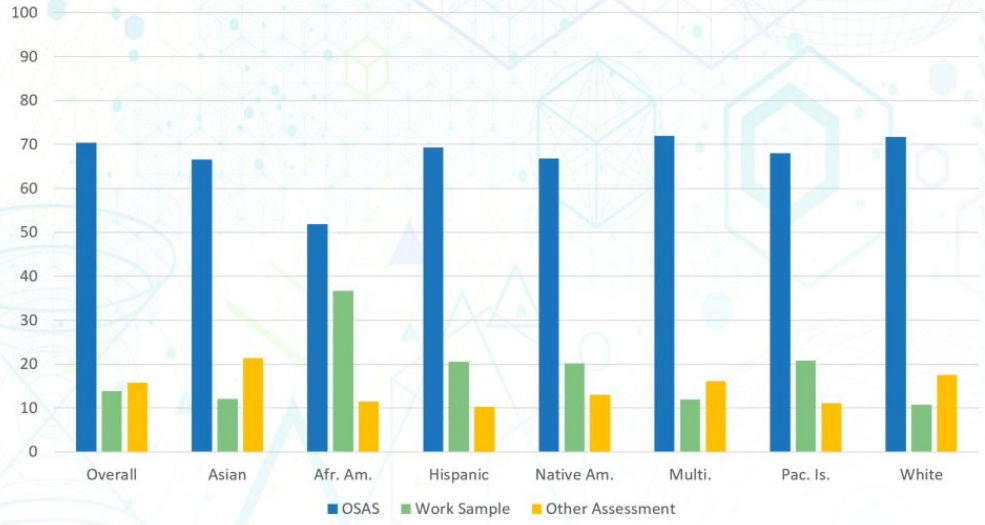
OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Essential Skills Data Overview

Methods used for 2018 – 19 Essential Skills Requirements

(Regular and Modified Diploma)

Reading ES Method by Racial Demographic



OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Essential Skills Data Overview

Methods used for 2018 – 19 Essential Skills Requirements

(Regular and Modified Diploma)

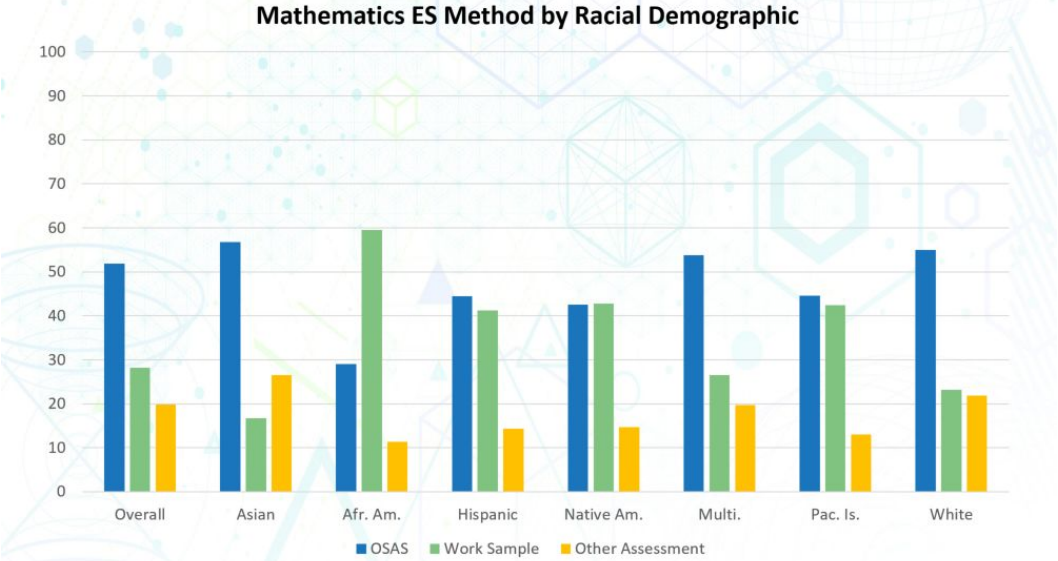
Writing ES Method by Racial Demographic

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Essential Skills Data Overview

Methods used for 2018 – 19 Essential Skills Requirements

(Regular and Modified Diploma)



OREGON
DEPARTMENT OF
EDUCATION

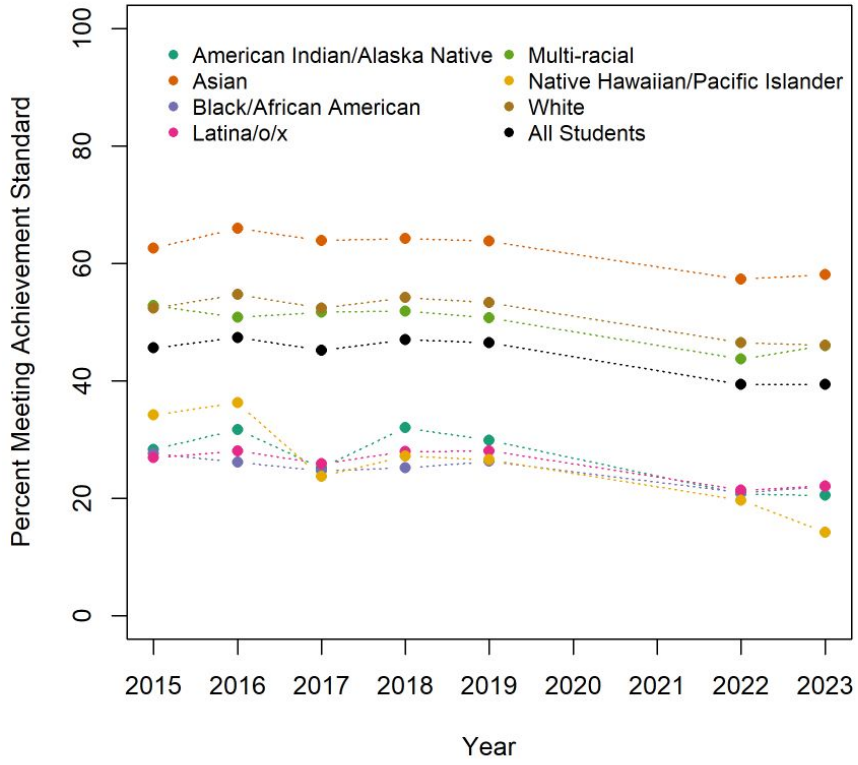
Longitudinal English Language Arts and Mathematics Achievement

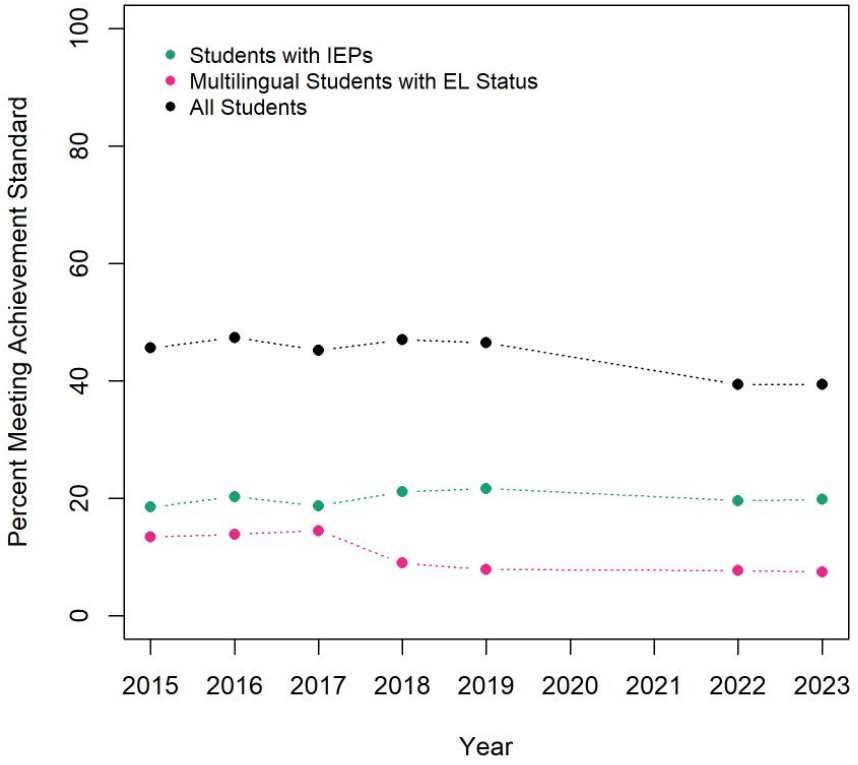
1788

School Years (i.e., 2014-15 to 2022-23)
Grades (i.e., 3-8 and 11)
Student Groups (i.e., Racial/Ethnic Identity, Multilingual Students with EL Status, and Students with IEPs)

October 9, 2023
Josh Rew, PhD & Dan Farley, PhD
Oregon Department of Education, Office of Research, Assessment, Data, Accountability, & Reporting

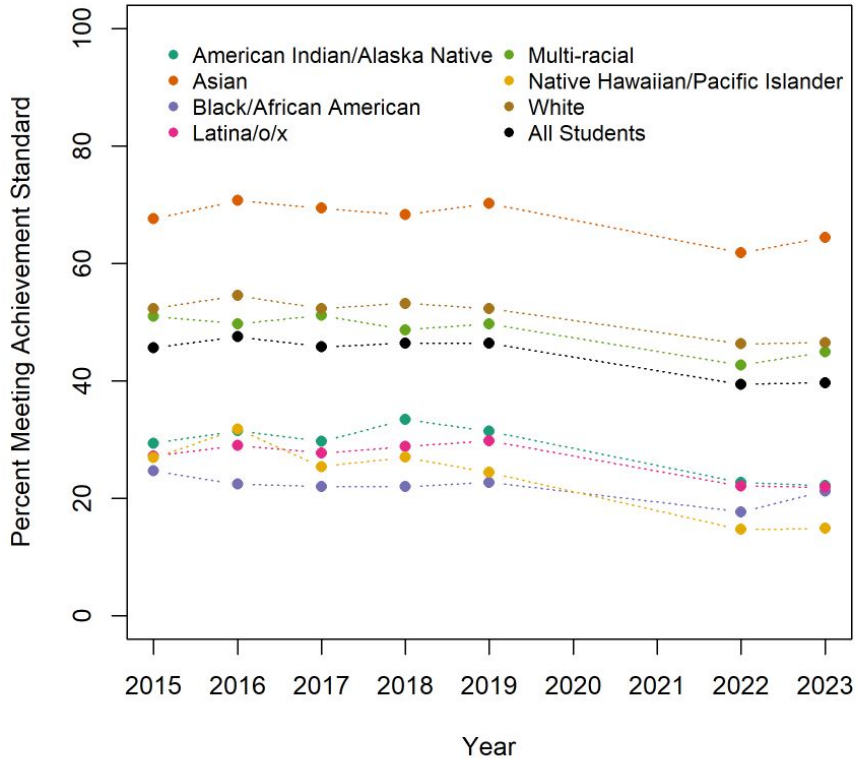
3rd Grade English Language Arts

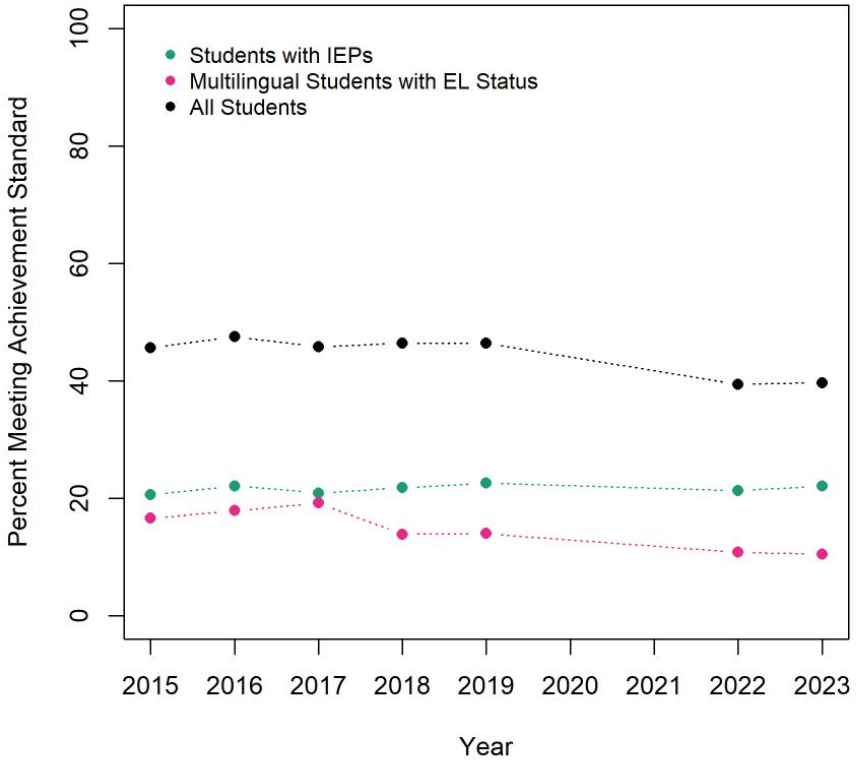




1789

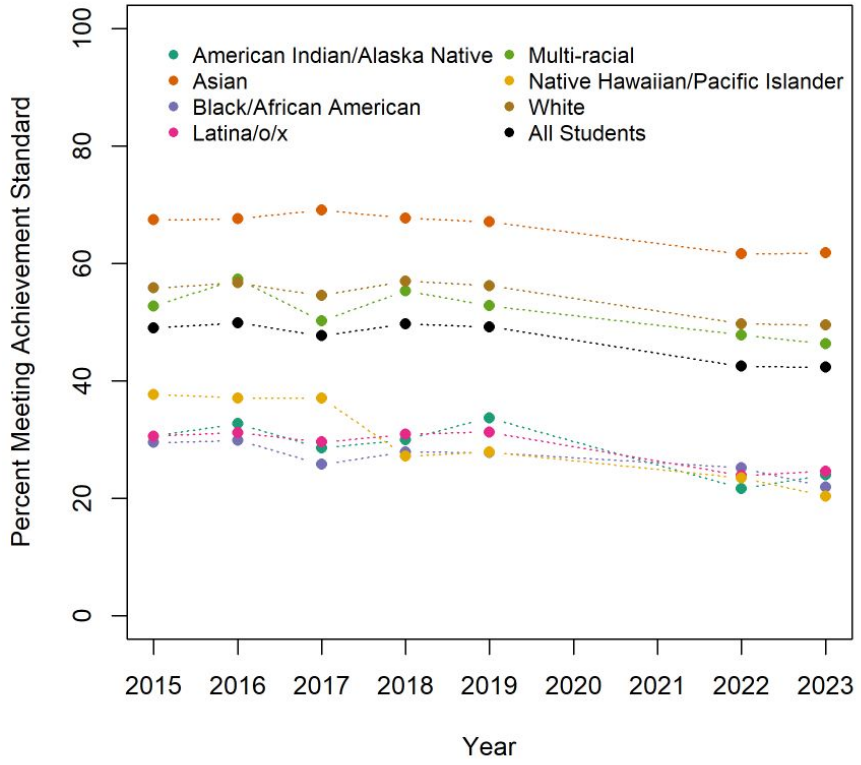
3rd Grade Mathematics

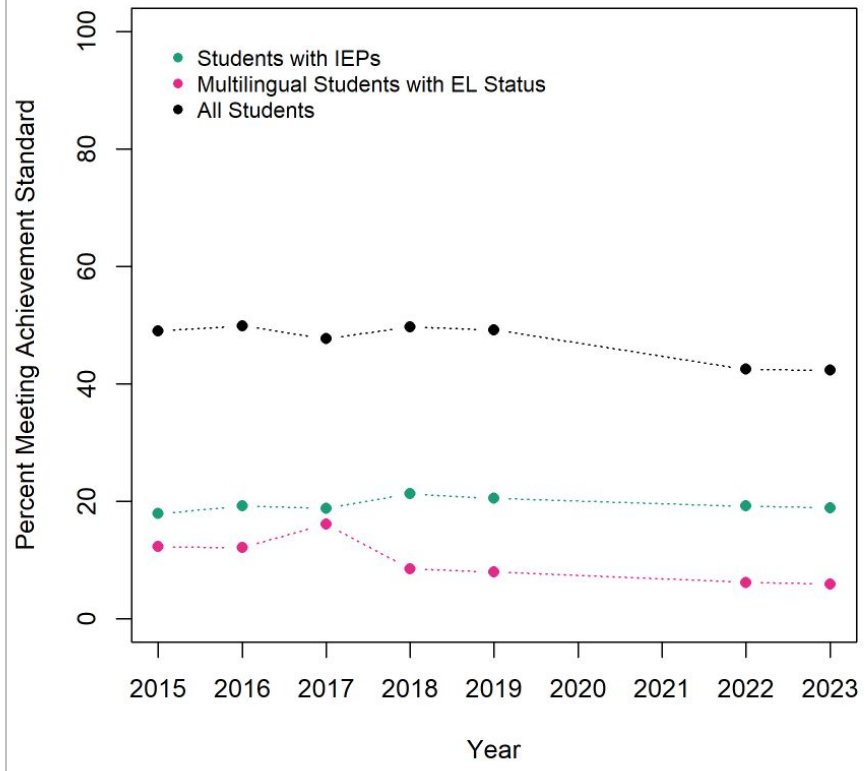




1790

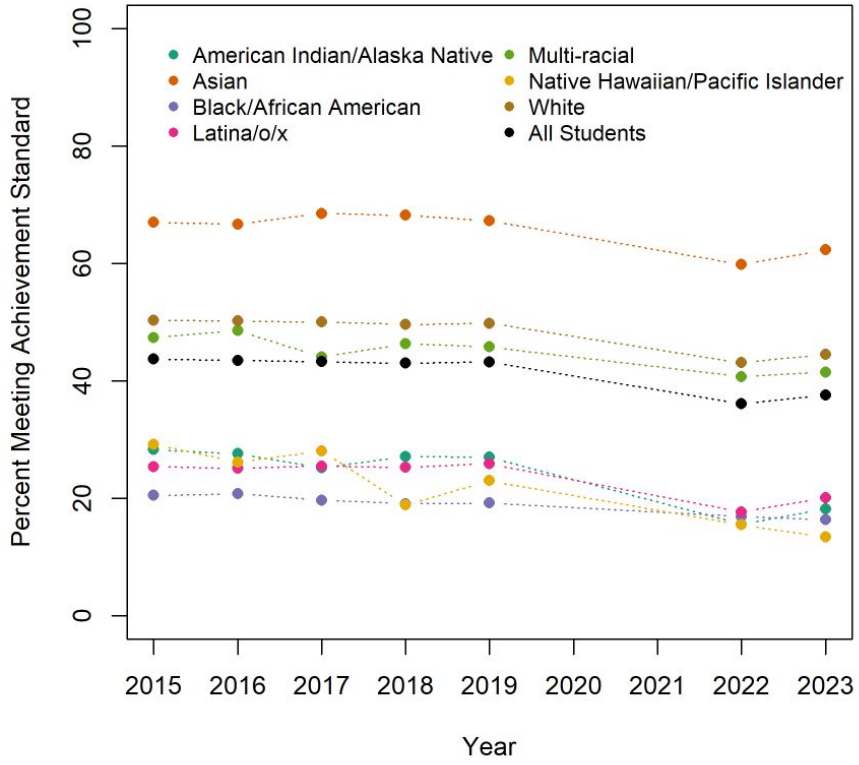
4th Grade English Language Arts

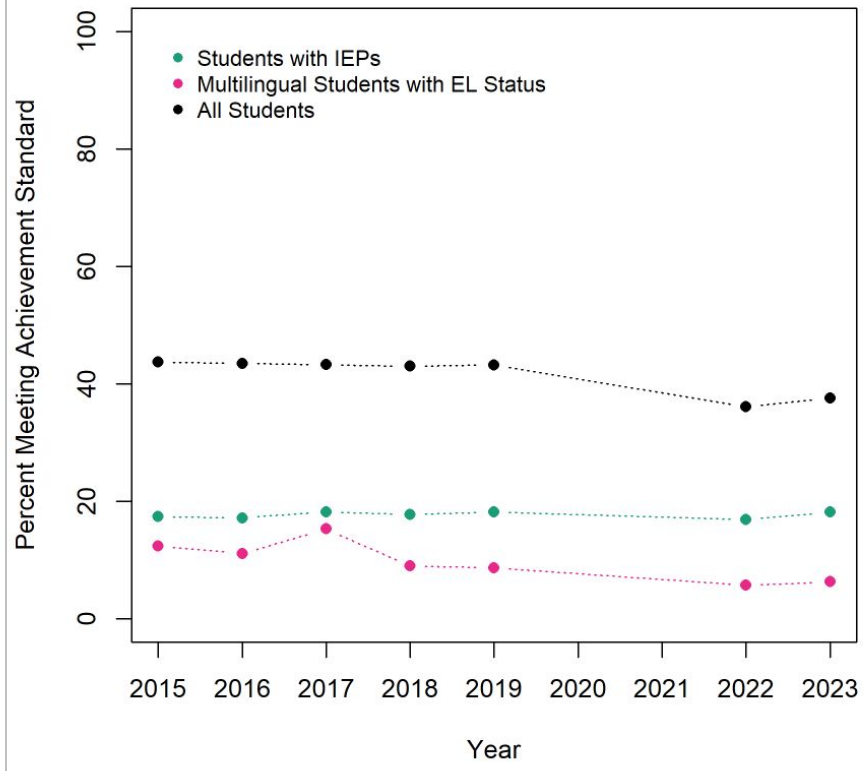




1791

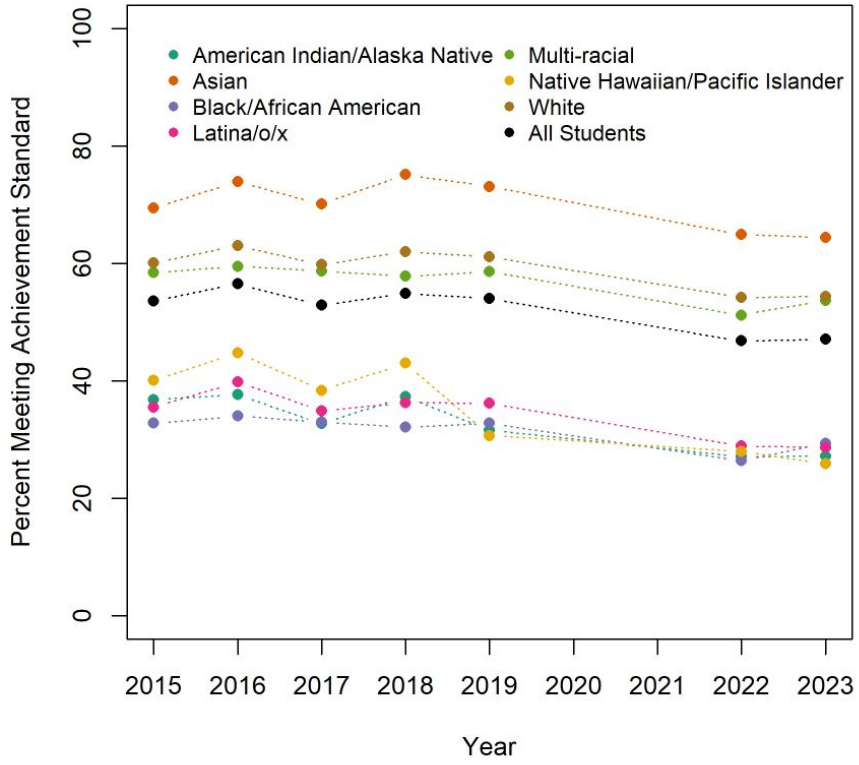
4th Grade Mathematics

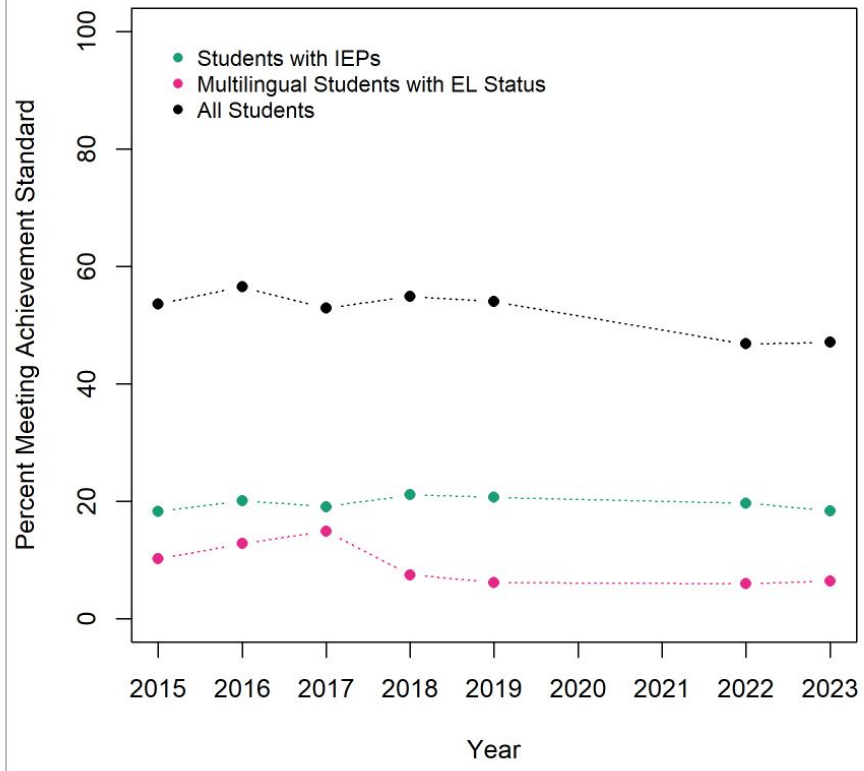




1792

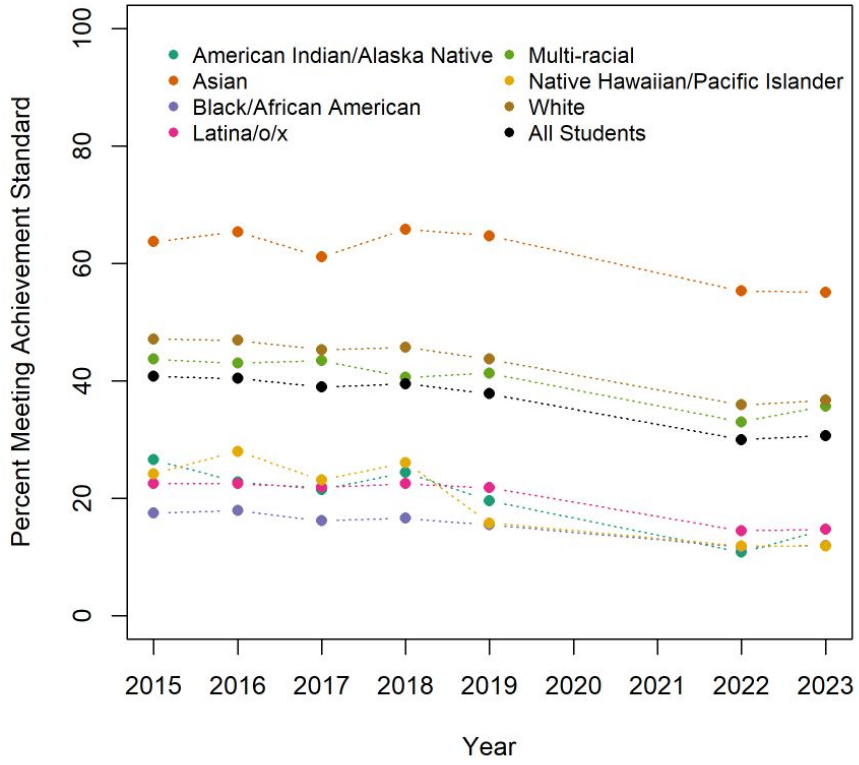
5th Grade English Language Arts

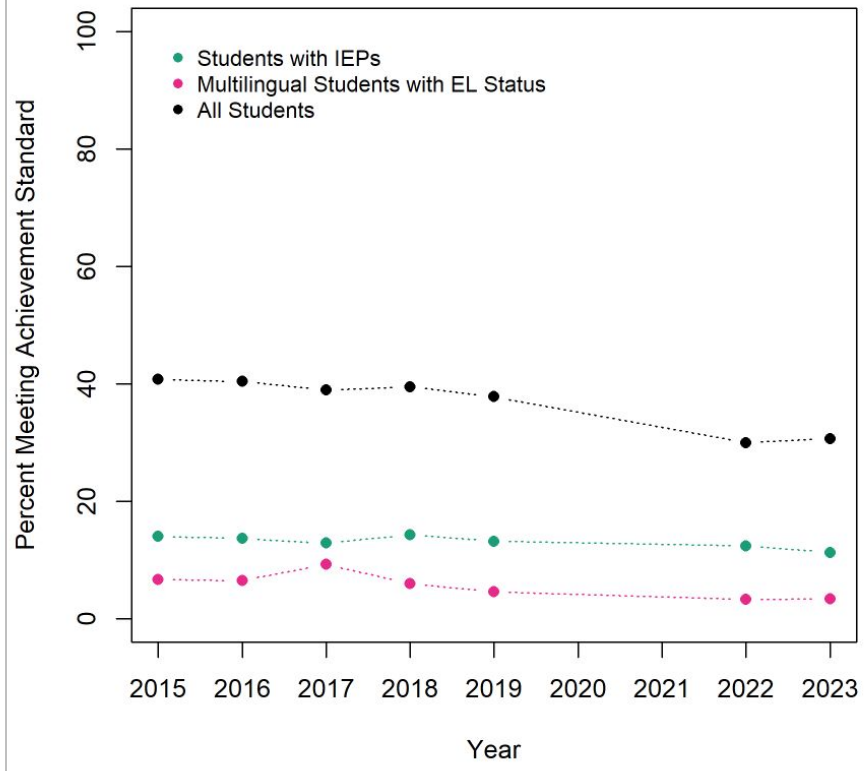




1793

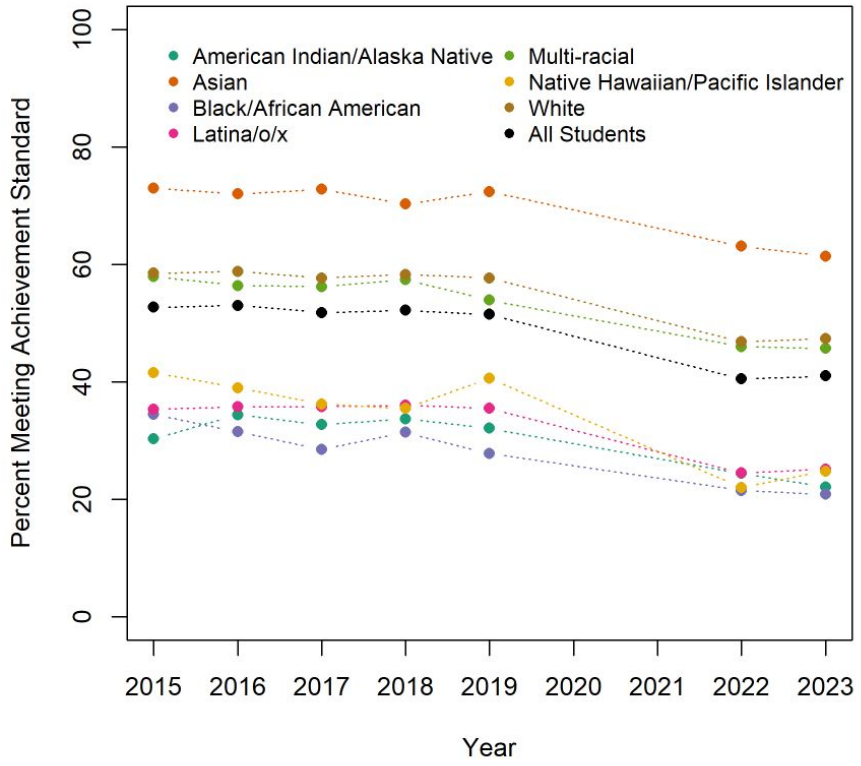
5th Grade Mathematics

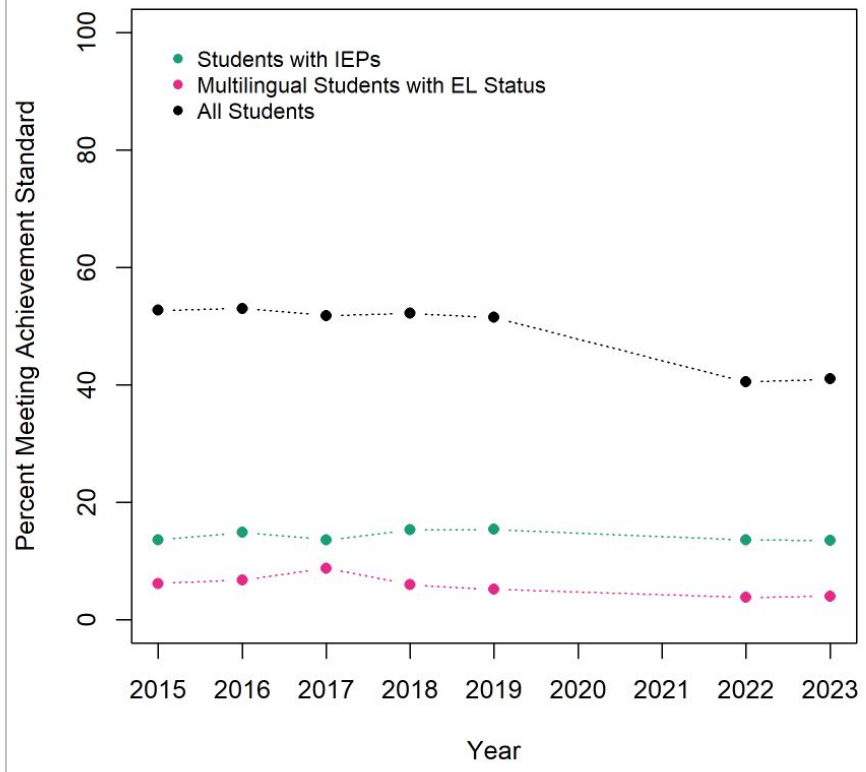




1794

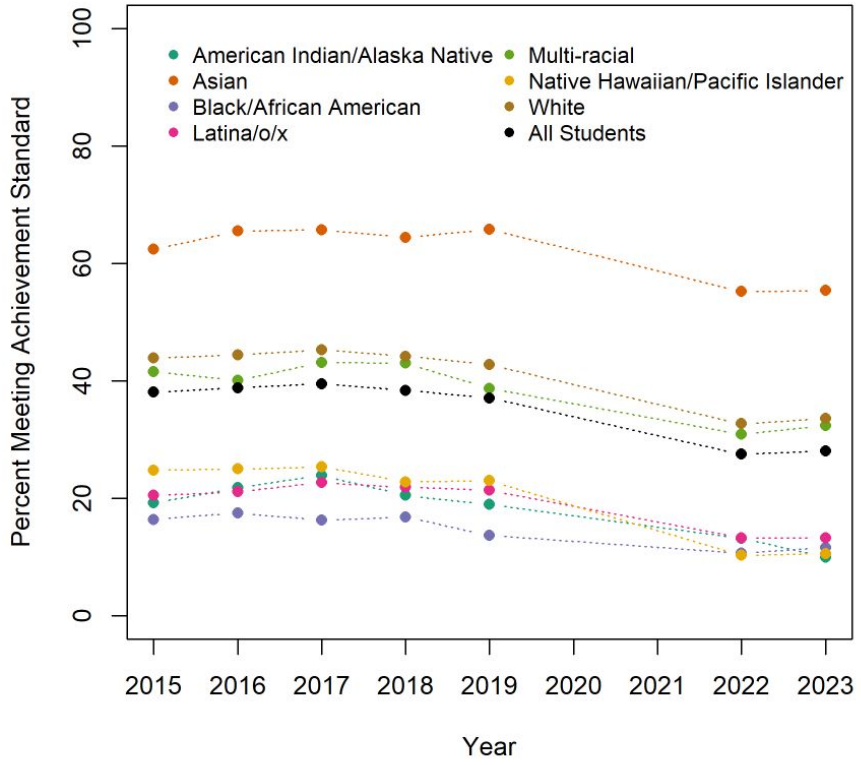
6th Grade English Language Arts

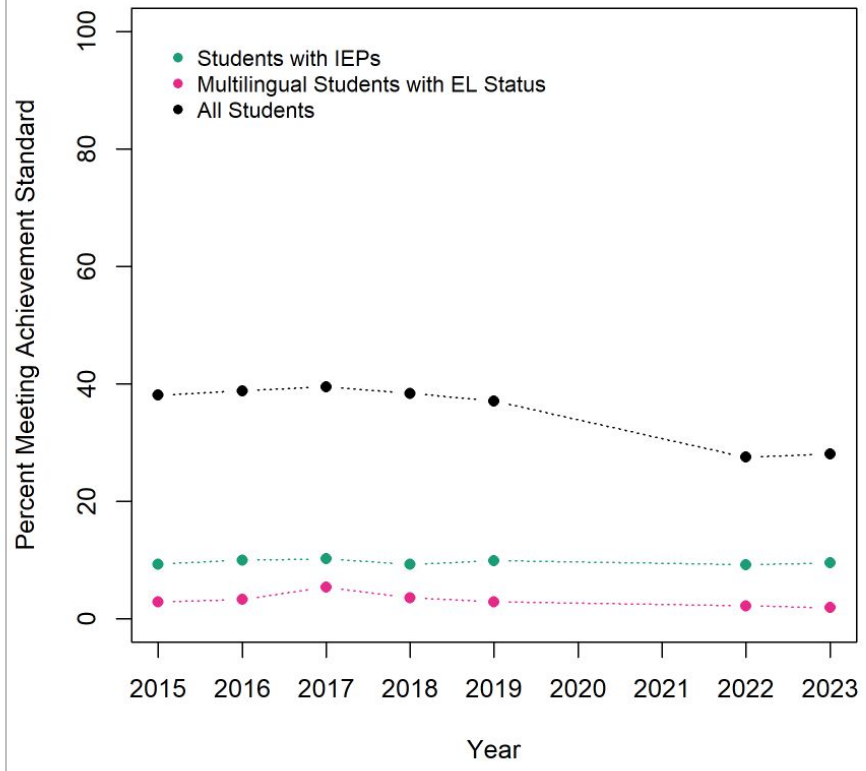




1795

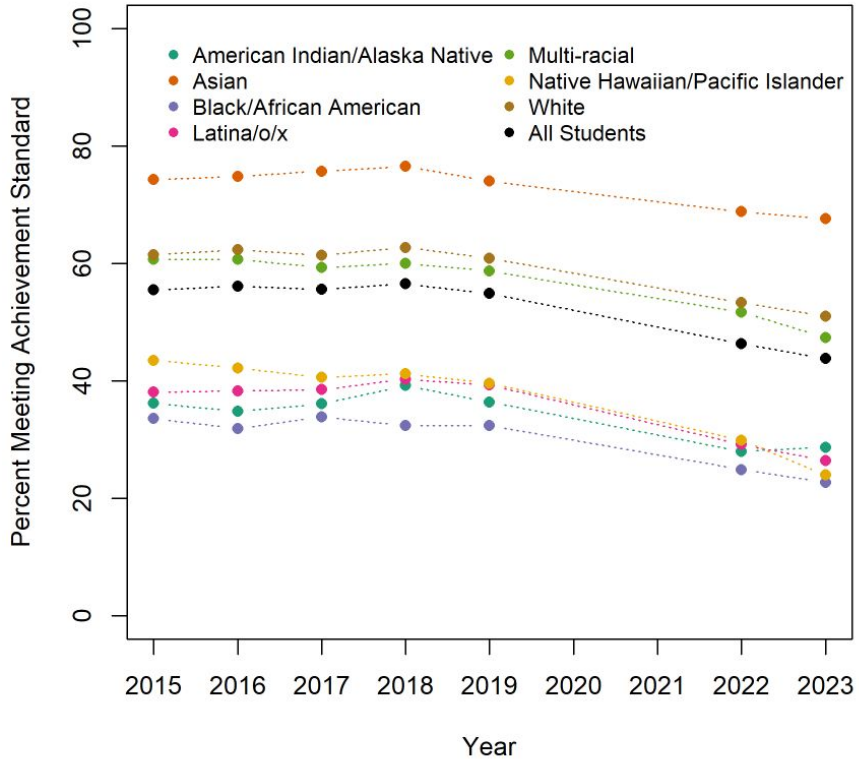
6th Grade Mathematics

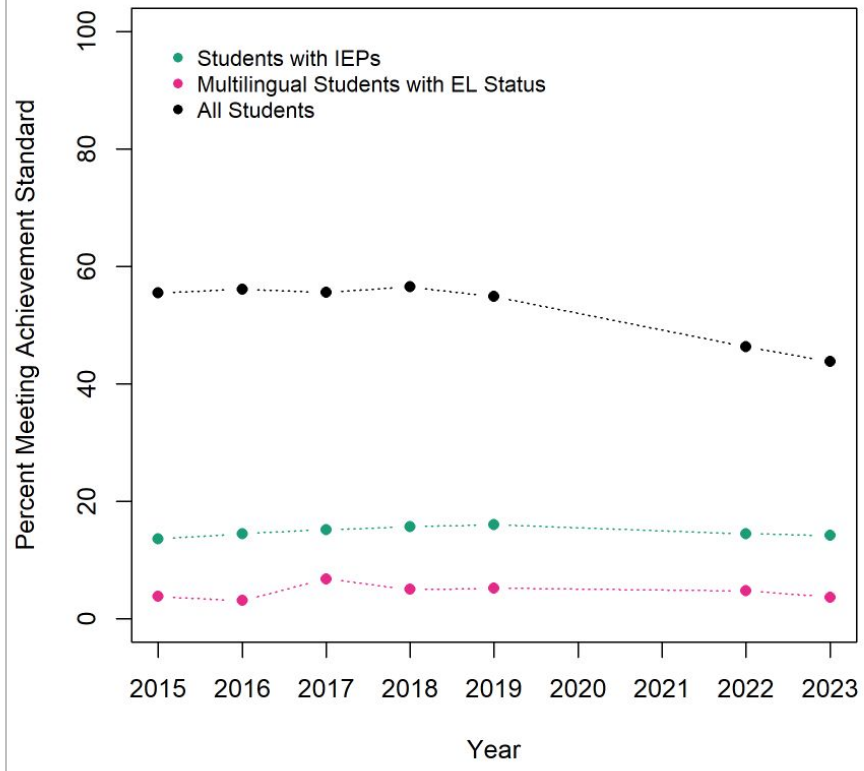




1796

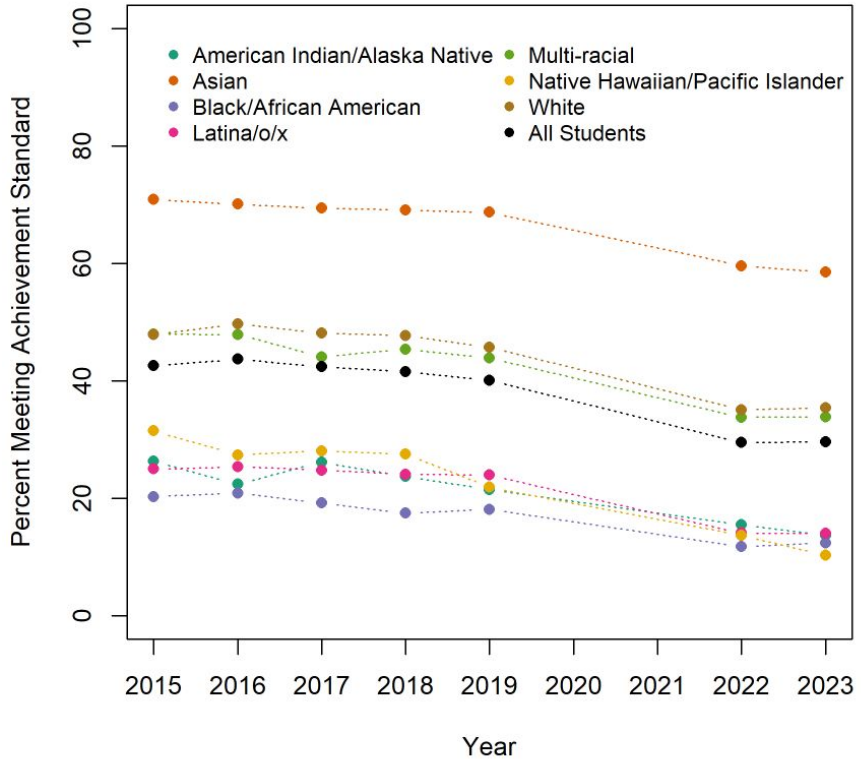
7th Grade English Language Arts

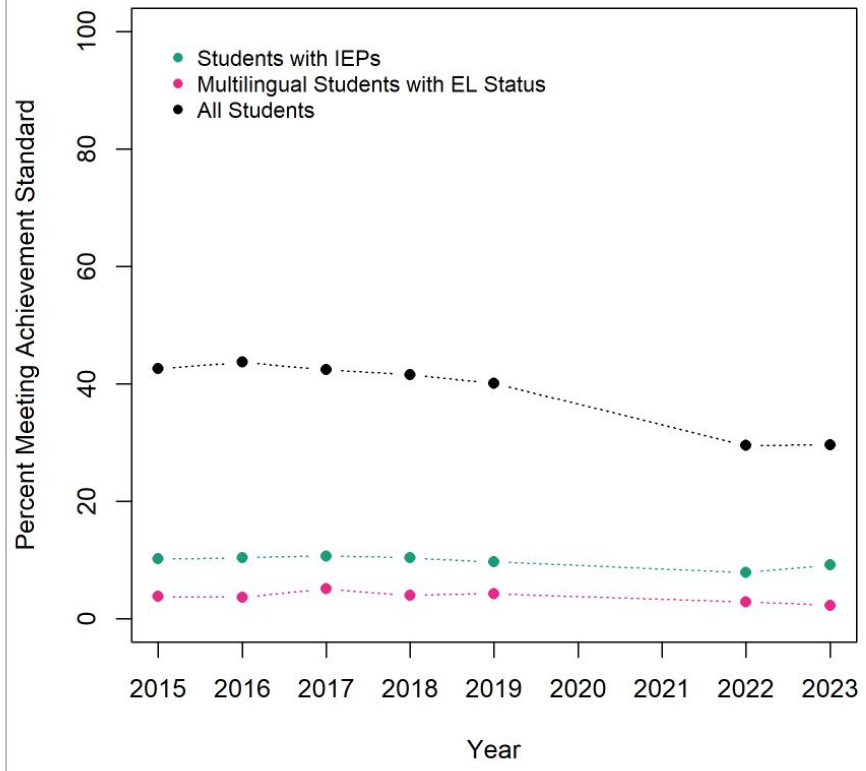




1797

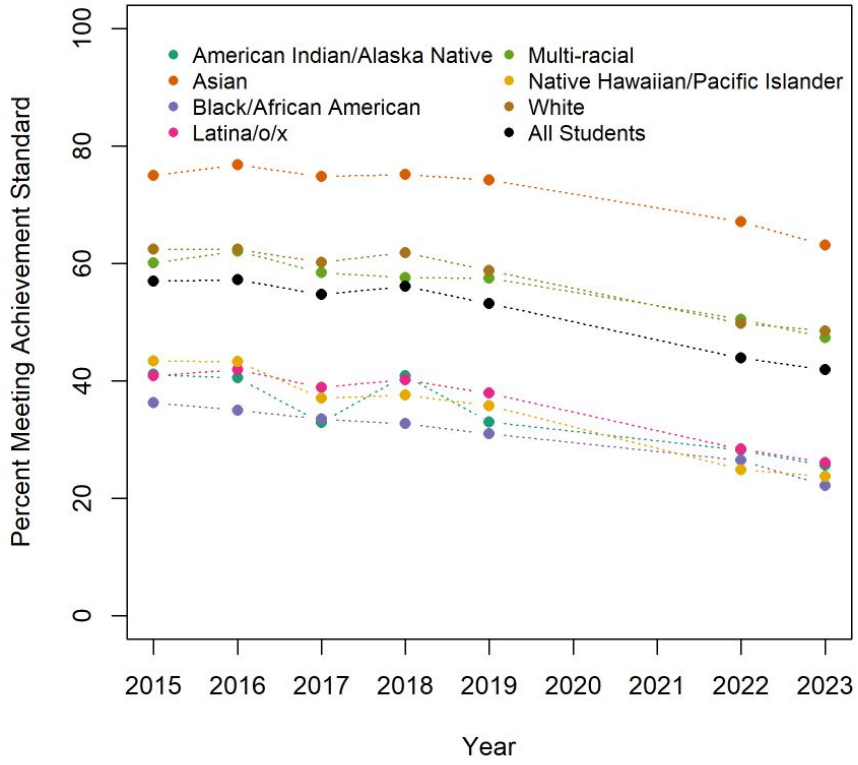
7th Grade Mathematics

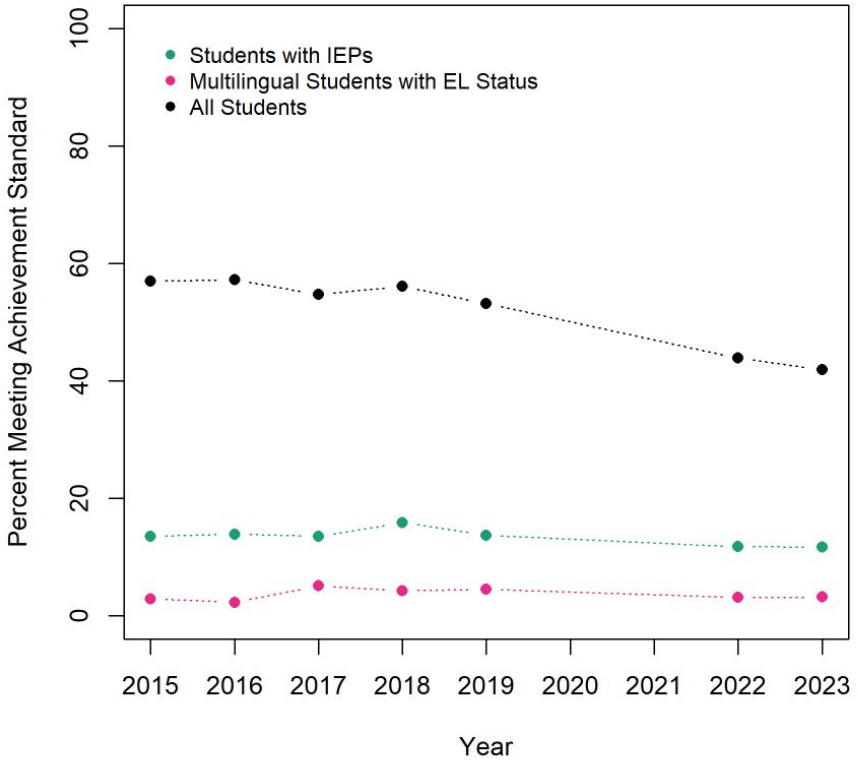




1798

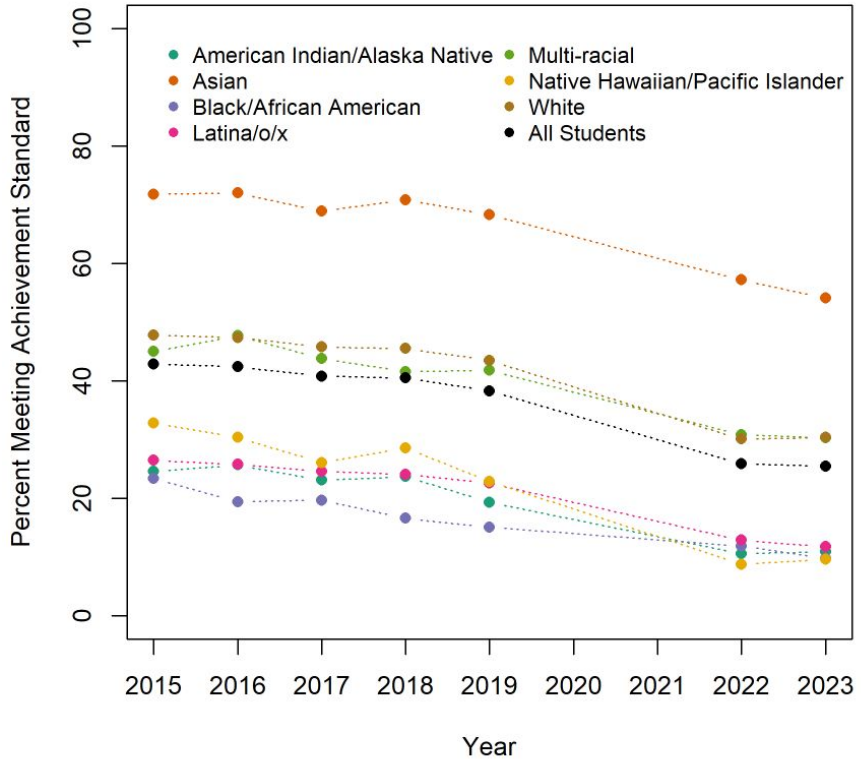
8th Grade English Language Arts

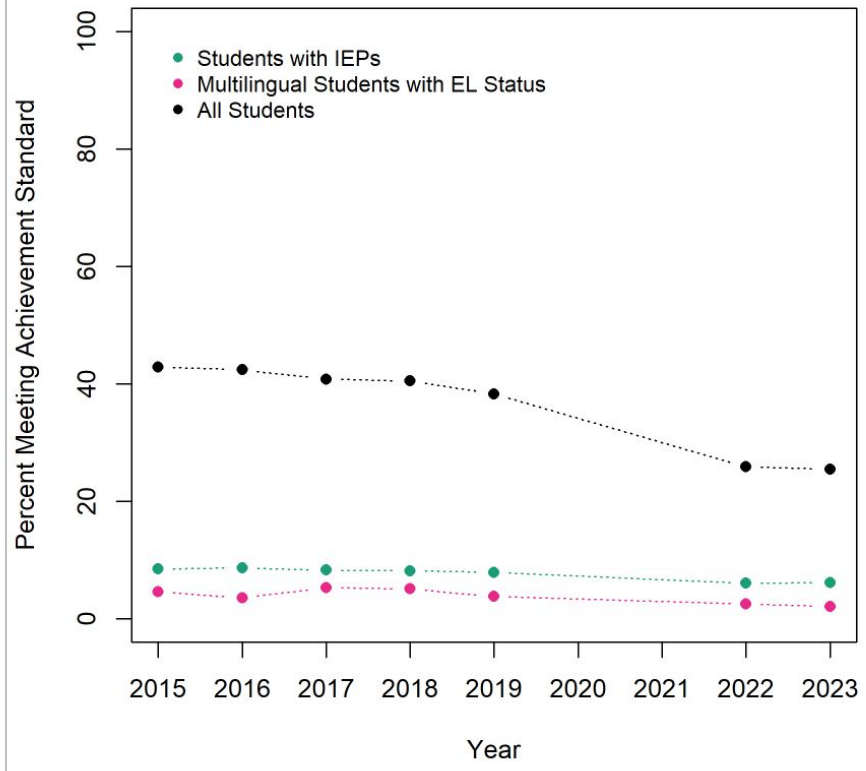




1799

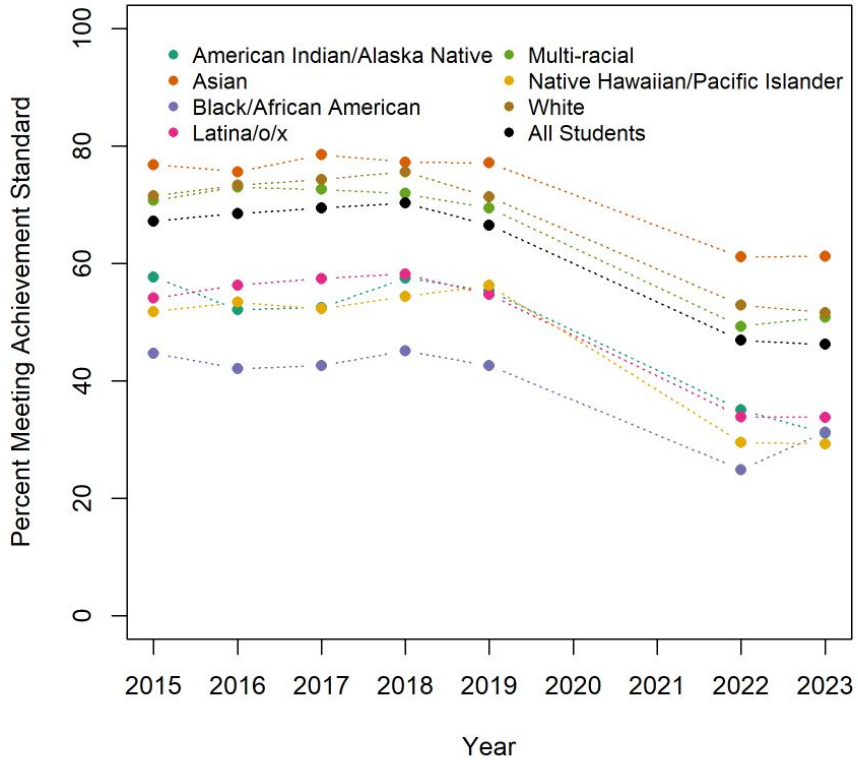
8th Grade Mathematics

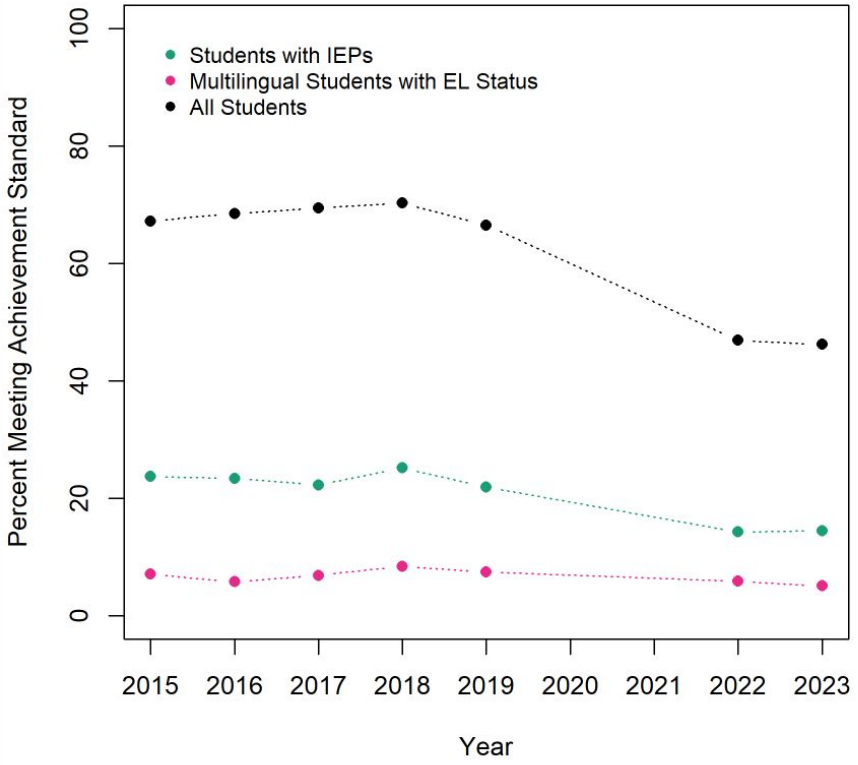




1800

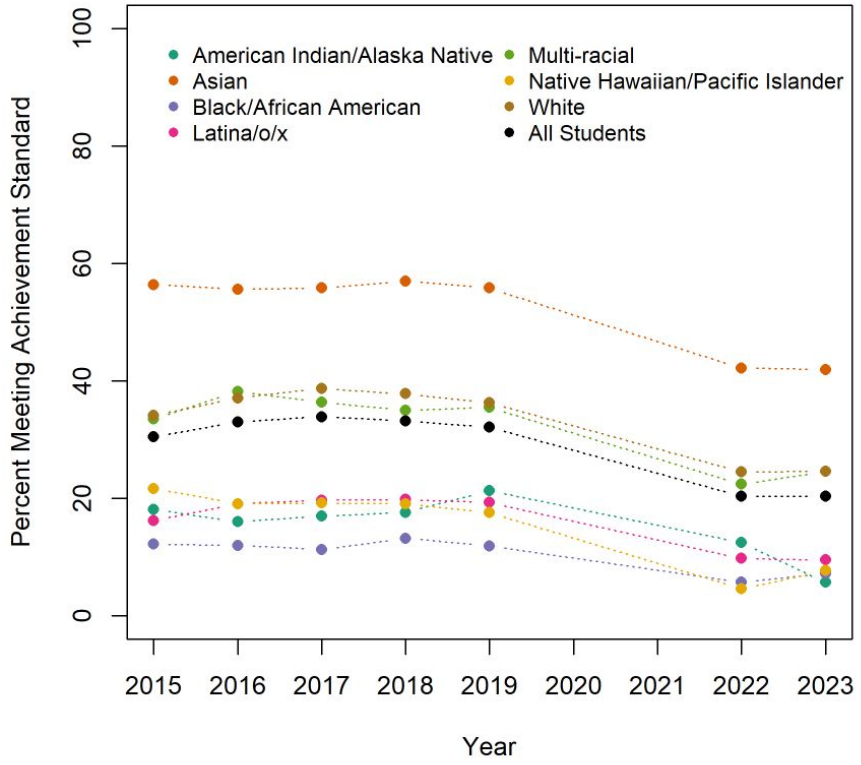
11th Grade English Language Arts

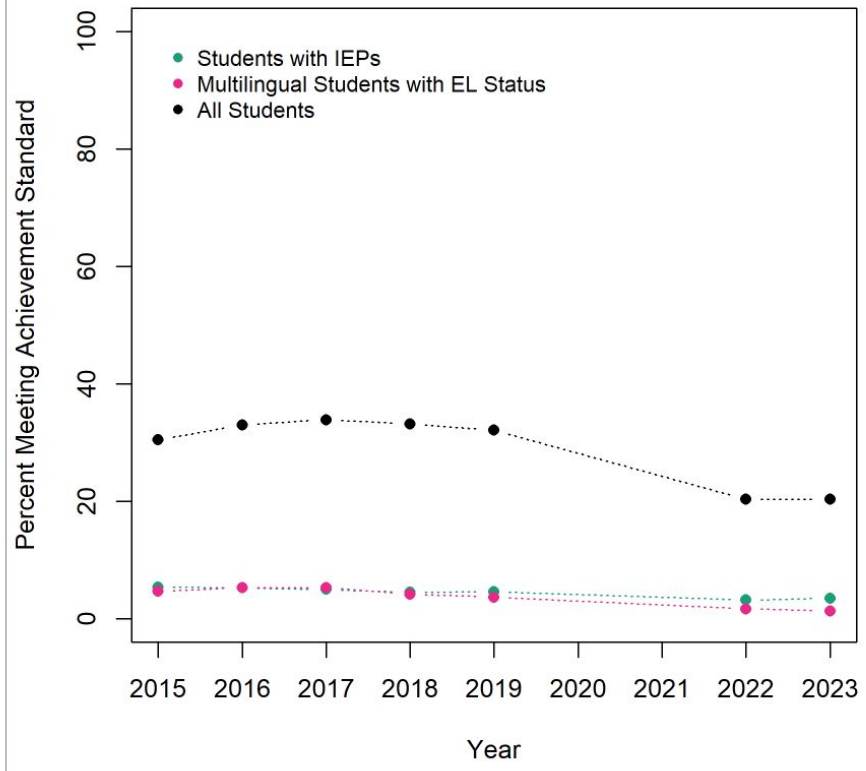




1801

11th Grade Mathematics





1802

SUBJECT: Oregon's Graduation Requirements (OAR 581-022-2115) **STAFF NAME & OFFICE**: Dan Farley, Office of Research, Assessment, Data, Accountability, and Reporting ODE published two determinations and eight recommendations on graduation requirements on September 1, 2022, pursuant to the requirements established by Senate Bill 744. Senate Bill 744 suspends the assessment of Essential Skills requirements for Oregon's students through the 2023-24 school year. The legislature has not yet taken action to address ODE's recommendation to replace the assessment of essential skills requirement with an alternative accountability measure(s). This 2nd read presentation will ask the board to continue the extension of the suspension of the assessment of essential skills policy through the 2027-28 school year to allow for legislative and state board action. This requires another modification to OAR 581-022-2115.	**Second Read** **Written Report**

BACKGROUND

1. History:

October 2008: Oregon Administrative Rule (OAR) 581-022-2115: *Assessment of Essential Skills*) states that, "school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section 16(a)–(c)". There are nine Essential Skills:

1) Read and comprehend a variety of test;

2) Write clearly and accurately;

3) Apply mathematics in a variety of settings;

4) Listen actively and speak clearly and coherently;

5) Think critically and analytically;

6) Use technology to live, learn, and work;

7) Demonstrate civic and community engagement;

8) Demonstrate global literacy; and,

9) Demonstrate personal management and teamwork skills.

The initial design and intention of the nine Essential Skills is to require demonstrated proficiency in all areas. Since their implementation, however, the primary statewide focus has been around the first three Essential Skills. The remaining six have been evaluated locally; without statewide data there is little known or understood about student performance in these six domains at a systems level. The complete nine essential skills are rarely emphasized holistically, despite their importance of developing the whole child and ensuring that all Oregon students receive a well-rounded education.

OAR 581-022-2115 regulation states that students are required to demonstrate proficiency in the Essential Skills to receive a Regular or Modified Diploma. The State Board of Education has approved four categories of assessments by which students may demonstrate proficiency in the required Essential Skills:

1. Oregon Statewide Summative Assessment
2. Other Standardized Assessment*
3. Work Samples (six required; two for writing, two for reading and two for mathematics)
4. Local Assessment Option

**Other Standardized Assessment Option recommendations are made through ODE and presented to the Assessment of Essential Skills Review Panel (AESRP). AESRP reviews and recommends additions or changes to the list of approved assessment options based, in part, on technical documentation for the assessment and on evaluating student score data. AESRP's recommendations are provided to the State Board of Education and must be adopted by the State Board of Education before they can be included as an approved assessment for the Essential Skills.*

Due to the COVID-19 pandemic, the U.S. Department of Education suspended all summative tests for schools in spring of 2020. In spring of 2021, Oregon requested a waiver from the federal government to substantially reduce the number of assessments students were required to take due again to the impact of the COVID-19 pandemic. Collectively, this meant that student's primary means of demonstrating proficiency in reading, writing, and mathematics were not consistently available to them and therefore the State Board of Education suspended the Assessment of Essential Skills for 2019-2020 and 2020-2021.

a. What prompted this update to the board?

During the 2021 Oregon Legislative Session the Oregon Legislative Assembly passed SB 744 which directed the Oregon Department of Education to review state requirements for high school diploma options, as well as to review state requirements related to demonstrations of proficiency in Essential Skills. SB 744 applies to the assessment of Essential Skills requirements for receiving a Regular or Modified Diploma.

SB 744 required that a final report be submitted to the State Board and to the interim committees of the Legislative Assembly, with recommendations, by September 1, 2022. The report had to include:

"... an analysis of the effectiveness of requiring students to demonstrate proficiency in Essential Learning Skills and an explanation of the reasons the department concludes that requirements related to demonstrations of proficiency in Essential Learning Skills should be retained, modified

or eliminated. If the department concludes that demonstrations of proficiency of Essential Learning Skills should be retained, the department shall provide recommendations for alternative methods for students to demonstrate proficiency in skills or academic content areas that are not related to career and technical education."

The Community-Informed Recommendations for Equitable Graduation Outcomes report was published on September 1, 2022. Recommendation five states the following, "Recommendation 5: Maintain focus on demonstrating math, reading, and writing proficiency through demonstration of knowledge and skills in courses; remove the duplicative requirement for all students to demonstrate proficiency again through a separate assessment (Assessment of Essential Skills). Develop reporting for systems accountability that publicly reports targeted staffing and post-secondary outcomes."

This update to the board is prompted by the need to ensure that students who are currently being served in Oregon's education system are able to plan for any changes that might be made to Oregon's graduation requirements. Students plan their high school courses well in advance in order to pursue their postsecondary goals and deserve to know what the requirements will be before they enter high school. There is also precedent set within the current OAR to this effect, wherein students were notified by March of their 8th grade year if changes to the assessment of essential skills approved tests were made.

2. Purpose

The purpose of this presentation is to provide a second/adoption read regarding the extension of the Assessment of Essential Skills through the 2027-28 school year.

a. What function does this policy or update hold?

The policy under review at OAR 581-022-2115 establishes the assessment of essential skills graduation requirements. ODE is recommending that the State Board extend the suspension of the assessment of essential skills through the 2027-28 academic year. This will allow for students to be prepared for any changes to graduation requirements.

i. How long has this policy in place?

The Oregon State Board of Education identified the Assessment of Essential Skills requirements in July 1, 2008.

3. Does the board have any areas of discretion on this policy and/or update?

The State Board established the historical rule that set the requirements at OAR 581-022-2115.

4. Education and Community Partners voice/input (individual and collective i.e., groups)

1. Who was involved in bringing this to the Board?
    i. The Oregon Department of Education brought this information to the Oregon State Board of Education to inform the board of legislative actions included in SB 744 and the direct and potential impacts on board decision making.
2. What did engagement in this process entail?

i. The Oregon Legislature held public comment during the 2021 legislative session. Substantial education and community partner engagement was conducted in 2021-22, as directed in the bill. ODE heard from over 3,500 Oregonians during the engagement process.

3. Who may be affected by this?
    i. As described in SB 744, Oregon students will not be required to show proficiency via an assessment in Essential Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023, and 2023-2024 school years. This request extends that suspension through the 2027-28 academic year. While the Essential Skills Assessment will not be required, teaching reading, writing, and mathematics standards will remain a requirement. Furthermore, students will still be required to obtain 24 credits to graduate, which remains a high bar when compared to other state graduation requirements. ODE made recommendations to the Legislature and State Board, outlining options for a graduation process that we believe are equitable, accessible, and inclusive. Continuing this suspension is needed while we await legislative action in this area.
4. Whose voice is missing?
    i. It is unknown which historically marginalized groups were included in the public comment testimony or the engagement process legislation conducted outside of the public comment legislative process. The Senate Bill 744 Implementation Team partnered with Oregon's Kitchen Table to intentionally engage over 3,500 education and community partners who have historically been and continue to be underserved by our education systems as evidenced by graduation rates, including: students who are members/citizens of Tribes that reside in Oregon, Indigenous and Native students, students experiencing disabilities, students who are emerging bilinguals, African American/Black students, Latino/a/x students, and students of color.
5. What more information does the Board need prior to moving forward?

    i. We believe that all required information has been made available.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

Yes, The Oregon State Board of Education has previously suspended the assessment of Essential Skills during the 2019 - 20 and 2020 - 21 academic calendars.

- On June 11, 2020 at 11:30 AM the Oregon State Board of Education adopted 3.D. Administrative rules to implement guidance issued pursuant to Executive Order 20-20. (Docket - temporary rules to implement EO 20-20 and the Department's guidance)
    - Graduation Pathways 2020 - Suspend all Essential Skills and Personalized Learning requirements for seniors (Career Related Learning Experiences, Extended Application, and Education Plan and Profile).
- On January 13, 2021 at 3:55 PM the Oregon State Board of Education adopted 3.A. Administrative rules to implement Ready Schools Safe Learners and Executive Order 20-29. (January 2021 Docket - Administrative rules to implement RSSL and EO 20-29)

- 581-022-0104 State Standards for the 2020-21 School Year - 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: Essential Skills graduation requirements and local performance assessment requirements for grades 3 – 8 and high school.

- On March 17, 2022 at 10:05 AM the Oregon State Board of Education adopted 3.F Administrative rules to comply with the requirements made in Senate Bill 744 (March 2022 Docket – Senate Bill 744 Implementation: OAR 581-022-2215)

- On June 15, 2023 at 11:40 AM the Oregon State Board of Education was presented a 1st Read on this topic, which was a recommendation to continue the suspension of the Assessment of Essential Skills policy through the 2027-28 school year (June 2023 Docket – Assessment of Essential Skills).

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. Education and Community Partners

   a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?

   As mentioned above, the Senate Bill 744 Implementation Team engaged over 3,500 Oregon education and community partners who have historically been and continue to be underserved by our education systems.

   b. Who are the historically underserved groups affected?

   The groups outlined in the bill include the following: students experiencing disabilities, students who are emerging bilinguals, students who are immigrants or refugees, youth-led organizations, communities of color, and students who are Tribal members/citizens. ODE is soliciting feedback from youth beyond these requirements, as well, including youth who identify as LGBTQ2SIA+, are migrant, or are incarcerated.

   c. Has there been consultation or collaboration with Tribes in this rule change or policy decision?

   Consultation and collaboration with Tribes and citizens of Tribes within Oregon was a critical aspect of the engagement plan.

   d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?

   The terms of the bill are established by statute; the expected outcome of making recommendations about graduation policies that are equitable, accessible, and

inclusive, as well as the required engagement, hopefully enhances the information available to the State Board in making policy decisions to address the needs of students historically underserved by the system.

2. Negative/Positive Effects

a. What is the impact on the population most affected by this rule that the board should consider?

Summative test results in Oregon have been a tool for system accountability, bringing important focus in policy and resource distribution to students historically underserved by the system. It is critical to evaluate the ways in which students demonstrate proficiency in core content in Oregon, as there are vast disparities in the percentages of students of color, students who are emerging bilinguals and students who experience disability who graduate by demonstrating proficiency via work samples or with modified diplomas.

Students will continue to be held accountable for all of Oregon's other graduation requirements, but will not be required to participate in an additional graduation validation process defined by state-approved assessment options, which removes this shared point of reference and high-level system accountability. While course requirements, credit requirements, and proficiency in reading, writing, and mathematics all remain requirements, the standards by which proficiency will be determined will live at the local level and will not be standardized or validated for a time without further legislative or state board action.

b. What possible opportunities, assets or access could this rule provide?

The bill presented an opportunity to reconsider and possibly redesign the Oregon Diploma to ensure innovation, visionary commitment to learning, equity, access and inclusive values. It has been fourteen years since we have revisited graduation requirements in Oregon. Graduating from high school represents a significant achievement for every student and should also serve as the fulfillment of our promise to students related to the opportunity they have had over thirteen years to develop, deepen, and extend their learning, knowledge base, and critical thinking skills across multiple content areas.

c. What is the impact on eliminating the opportunity or achievement gap?

The opportunity to graduate is one that has not been equitably experienced by Oregon's students who have been historically underserved. Identifying and recommending practices that are more equitable, accessible, and inclusive can help to reduce this opportunity gap. The social and educational systems in which these opportunity gaps are sourced remain, however, and will continue to influence what is feasible.

The Assessment of Essential Skills policy did not protect student interests as originally intended. This is evidenced by the study conducted as part of SB 744, demonstrating that postsecondary outcomes for students did not increase during this time, as well as the fact that student achievement did not increase from 2015 to 2019, which is demonstrated in Attachment 2. The policy did not work for students.

d. Have all the potential unintended consequences been considered?

Continuing the suspension of the Assessment of Essential Skills requirement will result in more local control of graduation decisions, but that may also result in less student accessibility, public transparency, and comparability unless other systems indicators that publish how successfully students navigate their postsecondary landscape are not incorporated as better system indicators of student preparedness.

e. Does this rule advance the ESSA goals?

The use of assessment within state graduation requirements is beyond the scope of ESSA, though the commitment to equity, accessibility, and inclusion are maintained in both policies.

3. What are the barriers to more equitable outcomes?

There are many socio-economic and education-related barriers regarding student graduation rates in Oregon. While graduation rates in Oregon have been increasing overall, and some trajectories for students of color and students from Oregon's tribes have been positive in recent years, many graduation disparities are present:

- State Four-Year Cohort Graduation Rate in 2021-22: 80.63%
- American Indian/Alaska Native: 67.00%
- Black/African-American: 73.48
- Hispanic/Latino: 77.04

Students experiencing disabilities graduated at a concerning rate of 66.08% and students who were emerging bilinguals (English Learners/ELs) in high school had a graduation rate of 64.36% (students who were former ELs graduated at 84.25%). It is also concerning that state summative test results are not increasing at rates that might help explain the increase in graduation rates. Student performance in ELA (reading/writing) and mathematics from 2017 through 2019 show stagnant trends; recent results show decreases that are the result of the disruption caused by the pandemic.

EQUITY IMPACT ANALYSIS

Impact of the Assessment of Essential Skills

The majority of students meet their Essential Skills in reading, writing, and mathematics using the statewide summative tests. The table below illustrates the percentage of students using each test option (statewide summative assessments, other standardized assessments approved by the State Board, and work samples) to earn a Regular Diploma in 2019 (the most recent available data).

Essential Skill	State Summative	Other Standardized Assessment	Work Sample
Reading	72%	16%	12%

Writing	68%	9%	23%
Mathematics	54%	19%	26%

Complete data, including a breakdown of these percentages by race/ethnicity in tabular and graphic formats are provided in Attachment 1 (which was also submitted in prior dockets). There are significant equity impacts for students who use work samples to meet the Assessment of Essential Skills graduation requirements, outlined below.

Impact of Work Samples

Work samples are intended to be incorporated into student's existing courses, but some evidence suggests that many high schools enroll students who have not met the Assessment of Essential Skills graduation requirement in "Work Samples" elective courses in their senior year. As a result, these students may not have the opportunity to participate in other elective courses that contribute to both student engagement and well-rounded educational opportunities. Significantly, the Essential Skills data reveal that this dynamic may disproportionately impact Oregon's students of color, particularly for students who are American Indian/Alaska Native, Black/African-American, and emerging bilinguals, as a substantial percentage of Oregon's students of color meet the Assessment of Essential Skills graduation requirement using Work Samples. (See Attachment 1 for tabular and graphic data regarding how students met their Essential Skills proficiency requirements in 2019, the most recent data available.)

The disproportionate use of work samples by Oregon's students of color and emerging bilinguals and the resulting inequities for these students indicates the need for Oregon to more closely examine the impact of the Assessment Essential Skills graduation requirement as it currently exists on those student groups that have been and continue to be underserved by Oregon's social and education systems. It is also possible that these patterns denote a defensible use of assessment practices, as well, where the work samples are situated such that they honor student agency and identity and maintain challenging expectations for learning. The engagement process should help ODE to address this question.

FISCAL ANALYSIS

Are there any fiscal impacts that the Board should consider as part of this update or report? Does the proposed rule change impact other stakeholders? There are no identified fiscal impacts that the Board should consider at this time.

ATTACHMENTS

Attachment 1, originally submitted with the June 11, 2020 docket.
Attachment 2, Longitudinal State Summative Test results from 2015 to 2023, disaggregated by federal race/ethnicity categories.

Continued Suspension of the Assessment of Essential Skills

Oregon State Board of Education
October 19, 2023
Dan Farley
Office of Research, Assessment, Data, Accountability, and Reporting
dan.farley@ode.oregon.gov

1811

Today's Topics

- Oregon's Graduation Requirements
- The Assessment of Essential Skills Policy
- Rationale for Continuing the Suspension of the Policy
- Recommended OAR Change

1812

OREGON
DEPARTMENT OF
EDUCATION

Oregon's Graduation Requirements

1813

Oregon Credit Requirements

Subject Areas	Oregon Diploma	Oregon Modified Diploma	Oregon Extended Diploma
English Language Arts	4	3	2
Mathematics	3[1]	2	2
Science	3[2]	2	2
Second Language; Arts; CTE	3	1	1
Health	1	1	1
PE	1	1	1
Electives	6	12	
Social Sciences	3[3]	2	3[4]
Total Credits	**24**	**24**	**12**

1814

Oregon Department of Education

2023 Oregon Graduation Requirements

- Complete all course and credit requirements
- Complete all Personalized Learning requirements
  - Education Plan and Profile
  - Career Related Experience
  - Extended Application
- *Currently Suspended through 2023-24: *Demonstrate proficiency in the Essential Skills of reading, writing, and mathematics with state-approved assessment options*

1815

Note: Personalized Learning requirements do not apply to the Extended Diploma or the Alternate Certificate

OREGON
DEPARTMENT OF
EDUCATION

Assessment of Essential Skills

1816

OAR 581-022-2115

Subject: Suspension of the Assessment of Essential Skills

Concept: The Governor, Legislature, and State Board all continue to consider recommendations found in the Senate Bill 744 Report: Community-Informed Recommendations for Equitable Graduation Outcomes.

Background:

- The Assessment of Essential Skills policy requires students to demonstrate proficiency in relation to state-approved assessment options in reading, writing, and mathematics (though there are six additional Essential Skills that do not have a state level assessment requirement)
- Assessment options include: 1) state summative tests, 2) other standardized tests, 3) work samples, or 4) district-developed tests
- Most Oregon students historically used the state summative tests to meet this requirement
- This requirement was suspended by Senate Bill 744 through the 2023-24 school year
- The Governor, Legislature, and State Board need additional time and engagement to finalize implementation of any of the recommendations

1817

Timeline

- **2021** - Senate Bill 744 suspended the Assessment of Essential Skills policy through 2023-24
- **2021-22** - ODE engaged with over 3,500 Oregonians in the 2021-22 school year to determine what community values should be represented in the Oregon Diploma
- **September 1, 2022** - ODE synthesized available research, other states' graduation practices, and input from Oregonians to make two determinations and eight recommendations for making graduation requirements more equitable
  - Recommendation #5 was to discontinue the Assessment of Essential Skills policy (see Pages 116-117)
- **2023 Long Session** - Senate Bill 3 established a .5 credit requirement in "higher education and career path" skills and a .5 credit requirement in "personal financial education" for students who graduate in spring 2027 in ORS 329.451 1818
- The State Board, in partnership with Governor Kotek, will be considering diploma requirement recommendations

OREGON
DEPARTMENT OF
EDUCATION

Rationale for Continuing the Suspension

1819

Senate Bill 744

Two Determinations and Eight Recommendations were offered on September 1, 2022

- *The Senate Bill 744 report made two determinations: 1) that the skills and knowledge expected by business, industry, and postsecondary education do not fully align with the current requirements for the Oregon Diploma and 2) that the requirements for Oregon high school diplomas have been applied inequitably to different student populations.*
- *Inequities were seen in terms of graduation outcomes, the type of diplomas that Oregon's systems graduate students holding, and the ways in which students meet their Assessment of Essential Skills Requirements.*

Continuation of this suspension removes a graduation requirement that has generated inequitable outcomes by race/ethnicity, IEP status, and EL status for Oregon's students. The policy has also demonstrated no identifiable benefit for students in terms of studied postsecondary outcomes. The extended time period allows for the State Board to consider what action(s) to take in response to the recommendations generated in the report.

1820

- *There are no fiscal impacts of continuing the suspension of the Assessment of Essential Skills policy*
- *Students, schools, and districts will not have to adhere to this policy requirement and all related processes (e.g., monitoring progress in relation to this policy, data entry and validation, etc.), which allows students and staff to focus on other aspects of learning*

OREGON
DEPARTMENT OF
EDUCATION

Recommended Rule Change

1821

Recommended OAR Change

The State Board will be asked to extend the suspension of the Assessment of Essential Skills at OAR 581-022-2115 while further legislative and board action is pending.

- (22) The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students graduating through the 2027-28 school year

This change allows for more time for a formal response from the state board, while protecting students who have already planned their education plan and profile (i.e., they have already mapped out a plan for graduation that does not include meeting this requirement)

1822

581-022-2225 OAR Change Discussion

1823

Source: https://www.mphschool.org/parent-portal/idea5/

Thank you

1824

OAR 581-017-XXXX Safe School Culture Grant: Distribution Formula

(1) The following definitions will be used in this section:

(a) “Cost per Instructor” is the maximum amount of grant funds, as determined by the Department, provided to reasonably cover the costs of each instructor certification course reimbursed by the Department.

(b) “Initial Instructors” is the number of individuals training to become instructors that will be reimbursed by the Department regardless of any matching funds from the individual school district or ESD.

(c) “Small District Floor” is the minimum grant amount, as determined by the Department, that shall be provided to school districts and charter schools from Remaining Grant Funds.

(d) “State Match Instructors” is the maximum number of additional individuals training to become instructors that will be reimbursed by the Department assuming school district and ESD maximum matching amounts.

(e) “Stipend” is a set amount of funds, as determined by the Department, which will reasonably cover the costs of wages, stipends, travel, and other costs related to an individual attending an instructor training course.

(f) “Student” shall be calculated by the latest annual Average Daily Membership available to the Department.

(g) “Charter School” is a public charter school as provided in ORS 338.005

(2) The Department shall first allocate the Safe School Culture Grant funds to cover the Cost per Instructor training as follows:

(a) The Department shall subtract three percent of the Safe School Culture Grant funds for Department administrative costs.

(b) The number of Students shall be determined for each school district and public Charter School.

(c) The number of Initial Instructors for each school district, Charter School, and ESD shall be calculated pursuant to SB 283 (Oregon Laws Chapter ___ Sections ___ to ___ 2023).

(d) The number of State Match Instructors shall be calculated for each school district, Charter School and ESD, pursuant to SB 283 (Oregon Laws Chapter ___ Sections ___ to ___ 2023).

(e) The Cost Per Instructor shall be determined for each type of Instructor.

(f) The Department shall calculate the Total Course Costs by adding the Initial Instructors to the State Match Instructors and multiplying the total by the Cost Per Instructor.

(g) The Department shall calculate the Total Related Costs by multiplying the total of the Stipend amount plus any other related costs as determined by the Department to the total of Initial Instructors plus State Match Instructors.

(h) The Department shall calculate a Total State Grant Cost per school district, Charter School, and ESD by adding the Total Course Costs to the Total Related Costs.

(i) The Department shall sum all Total State Grant Costs for each school district, Charter School, and ESD to get the Statewide Training Costs.

(j) The Department shall calculate Remaining Grant Funds by subtracting Statewide Training Costs from the Safe School Culture Grant funds. The Department shall add to that amount any funds not expended by the school districts, ESDs, and Charter Schools in training staff to be certified instructors.

(3) The Department shall distribute Remaining Grant Funds to be used for training of staff by school districts, Charter Schools and ESDs, as calculated in (2)(i) above as follows:

(a) Determining an amount to be distributed to each ESD in the state.

(b) Dividing the Remaining Grant Funds by total number of Students in the state to get a Funds per Student amount.

(c) Multiplying the number of Students in each school district, and Charter School by the Funds per Student to get a District Grant.

(d) If a District Grant is less than the Small School Floor, then the District Grant will be increased to the Small School Floor.

(e) Calculate the Adjusted Remaining Funds by subtracting from the Remaining Grant Funds the total amount provided to ESDs and the statewide total of the difference after subtracting District Grants from the Small School Floor for those District Grants less than the Small School Floor.

(f) The Adjusted Remaining Funds will be divided by the total number of Students in the state to get the Adjusted Funds per Student amount.

(g) The Adjusted Funds per Student shall be multiplied by the number of Students in a school district, and Charter School to provide an Adjusted Allocation for each school district and Charter School.

(h) Those school districts and Charter Schools that still receive less than the Small School Floor, will have their allocations increased to the Small School Floor.

(4) All calculations by the Department shall be final. The Department may republish allocations to correct errors or omissions as the Department determines in its sole discretion.

(5) To qualify for reimbursement, the instructor certification courses must be administered by programs that are:

(a) Nationally recognized organizations that provides training to certify individuals in nonviolent crisis intervention method; and

(b) Approved training programs pursuant to OAR 581-021-0563;

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant: Distribution Formula

SUBJECT: Safe School Culture Grant - SB 283 **ODE STAFF:** Carmen Xiomara Urbina, Deputy Director, ODE Michael Elliott, Director of School Facilities, Office of Finance & Information Technology SB 283 (2023) directs the Department to distribute funds under the Safe School Culture Grant to school districts and education service districts in the manner prescribed by the State Board of Education by rule. This agenda item proposes a temporary rule for the distribution of these grant funds. ☒ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☒ **Temp Rule** ☒ **Presentation** ☐ **No Presentation**

BACKGROUND

In the 2023 session, the Legislature passed Senate Bill 283, which contains several programs and law changes to support the educator workforce. One of the programs contained in the legislation is the Safe School Culture Grant. The purpose of the grant is to "Develop a network of instructors who are certified in nonviolent crisis intervention methods to ensure that, for every 50 students in a school district or an education service district, at least one staff person of the school district or education service district is certified in nonviolent crisis intervention methods."

SB 283 specifies that:

Grant funds cover the following costs for participating districts and ESDs:

- Wages or stipends paid to staff attending training to become newly certified instructors. Reimbursement should be limited to the costs associated with newly certified individuals who successfully complete the certification process as newly certified instructors.
- Any unexpended moneys from grants to be used to support the costs of training district or ESD staff in nonviolent crisis intervention methods by providing stipends and reimbursement for the cost of materials.

To qualify for a grant, a district must:

- Require each newly certified instructor to conduct at least 3 trainings of at least 10 staff persons each year.
- Provide or arrange for the provision of physical space for the training
- Consult with organizations representing teachers and instructional assistants:
    - To determine the priority for training staff to ensure training is targeted to the areas in most need of support for increasing the safety of students and staff
    - About compensation in wages, stipends or other means to support staff to participate in training to become certified instructors or to participate in training conducted by certified instructors

- Meet reporting requirements

To qualify for a grant, an education service district must:

- Ensure at least one complete nonviolent crisis intervention training of at least 10 staff persons is completed each month at the verbal intervention level or the physical intervention level
- Provide or arrange for the provision of physical space for the training
- Not charge a fee to a district or a staff member for the first 10 staff persons trained by certified instructors each year
- Offer training in advanced physical skills only to individuals working in settings in which serious injuries have occurred or are at imminent risk of occurring.
- Meet reporting requirements

The allocation of funds to school districts and ESDs participating in the program is as follows *(includes matching requirements):*

School Districts:

- Districts with 1,500 or fewer students can receive reimbursement for one new certified instructor, If the District pays for a 2nd certified instructor, the grant will pay for the cost of a 3rd certified instructor
- Districts with 1,501 – 5,000 students can receive reimbursement for 2 new certified instructors. If the district pays for a 3rd certified instructor, the grant will pay for a 4th certified instructor
- Districts with 5,001- 8,000 students can receive reimbursement for the cost of 2 new certified instructors. Grant will match the cost of up to 4 additional new certified instructors
- District with 8,001 – 15,000 can receive reimbursement for the cost of 4 new certified instructors Grant will match the cost of up to 8 additional new certified instructors
- Districts with 15,001 – 30,000 students can receive reimbursement for the cost of 6 new certified instructors Grant will match the cost of up to 14 additional new certified instructors
- Districts with more than 30,000 students receive reimbursement for the cost of 6 new certified instructors. Grant will match the cost of up to 16 additional new certified instructors

ESDs

- Two new certified instructors in advanced physical skills and one new certified instructor in verbal and physical intervention skills. Grant will match the cost of up to 4 new certified instructors trained in advanced physical skills. Grant will match the cost of up to 2 new certified instructors trained in verbal and physical skills

Charter Schools are included in this grant because of ORS 338.155(9)(b). Charter school allocations will follow the same requirements as the district allocations.

As noted above, SB 283 includes most requirements for the grant program. The legislature, however, directed the State Board of Education to adopt rules to determine the method of distributing funds to school districts and ESDs, rather than providing the specific method in the bill.

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant: Distribution Formula

SUMMARY OF PREVIOUS BOARD ACTION

The Board has not taken action on this issue previously.

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

Does this proposed temporary rule fulfill the rulemaking requirements for this grant under SB 283?
Yes, pursuant to SB 283, the State Board of Education must adopt rules for the distribution of these funds under the program to school districts and education service districts that, *at a minimum*:

- Establish the manner by which reimbursement is provided to school districts and education service districts for wages or stipends paid to staff for the time spent by the staff to attend training to become certified instructors; Ensure school districts and education service districts are reimbursed only for the costs related to individuals who complete the certification process as newly certified instructors; and
- Permit any unexpended moneys from grants to be used to support the costs of training staff in nonviolent crisis intervention methods by providing stipends and reimbursement for the cost of materials.

To address these minimum requirements, the proposed temporary rule:

- Defines: "Cost per Instructor; Initial Instructors; Small District Floor; State Match Instructors; Stipend; Student; Charter Schools;
- Prescribes the allocation method for the Instructor Training Costs, including estimated cost of course, stipends and other related costs;
- Prescribes the allocation method for Remaining Grant Funds for costs associated with in-house training of staff by school districts, charter schools and ESDs; and
- Permits the use of 3% of the grant funds for ODE administrative costs, as provided in SB 283.

This distribution method will allow the Department to provide "up front" grant allocation estimates to school districts, ESDs, and charter schools so they can know in advance how much funding they have available to certify staff to be new instructors and to provide "in-house" trainings. The Department has found that providing districts and schools with these allocation amounts, rather than just waiting for each district to request reimbursement, encourages more participation in the program. It also supports equity because it sets aside funding for each district rather than doing a "first come, first serve" method which advantages districts with the most resources. Districts and charter schools will still need to meet the requirements of the program to receive the actual reimbursement from their "set aside" allocation.

Does the proposed temporary rule add any other provisions beyond the minimum requirements?
Yes, the proposed rule adds the following items to the minimum distribution requirements:

- Adds a small school floor for the allocation amounts for districts.
- Adds public charter schools as an eligible recipient.
- Requires the training programs to be approved pursuant to OAR 581-021-0563 to qualify for reimbursement.

What is the process for approving training programs pursuant to OAR 581-021-0563?
The bill names Crisis Prevention Institute's (CPI's) Nonviolent Crisis Intervention program or "another program administered by a nationally recognized organization that provides training to certify individuals in nonviolent crisis intervention methods" as eligible to certify instructors.

ODE has an established list of Approved Restraints and Seclusion Training Programs

- The list was developed in accordance with ORS 581-021-0563
- It includes CPI and other programs administered by a nationally recognized organization that provides training to certify individuals in nonviolent crisis intervention methods.
- Using the already established list is the most expeditious way to determine which organizations meet the requirement of SB 283 for reimbursement purposes.

Why are Public Charter Schools included in the rules if SB 283 only mentions school districts and ESDs?
ORS 338.155 allows public charter Schools to apply for any grant that is available to school districts or nonchartered public schools from the Department of Education. As such, under the proposed temporary rule, public charter schools are treated the same as school districts.

Why do we need a temporary rule for this grant program? SB 283 contains the following key dates for the School Safety Culture Grant

- December 1, 2023 - Reports due from participating districts and ESDs.
- July 1, 2024 - Reports due from participating districts and ESDs
- July 1, 2024 - ODE shall first provide grants through the Safe School Culture Grant program no later than
- December 1, 2024 and July 1, 2025 - Reports due from participating districts and ESDs

To meet these statutory timelines and to encourage districts and schools to certify instructors as soon as possible, the Department is requesting the adoption of temporary rules. This will allow the Department to provide allocation amounts to Districts in early November. The Department also intends to back date the grant award period to July 1, 2023, pending permission from the procurement process.

Has the agency provided an opportunity to receive feedback on these temporary rules?
ODE staff presented this temporary rule to the Rules Advisory Committee on October 5, 2023, and received feedback from participants. ODE will also continue to solicit input as we develop the permanent rules for adoption in Spring 2024.

EQUITY IMPACT ANALYSIS

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant: Distribution Formula

The Department approves training programs under OAR 581-021-0563 that are designed to include protecting and uplifting students with disabilities, BIPOC students and students from other historically underserved groups. These examples vary between vendors, but the curricula do contain inclusive practices within their training modules. For example:

- Programs include modules that educate instructors about different cultures, traditions, and communication styles within various communities. This knowledge helps instructors understand and respect the diversity among their students, fostering a more inclusive learning environment.
- Implicit Bias Awareness: Instructors typically receive training to recognize and address their own implicit biases. Acknowledging biases is a crucial step in ensuring fair treatment of all students, regardless of their racial or ethnic backgrounds.
- Trauma-Informed Approaches: BIPOC students may have experienced racial trauma. Training programs do incorporate trauma-informed approaches, teaching instructors to recognize signs of trauma and respond with empathy and support.
- Inclusive Language and Communication: Programs emphasize the importance of using inclusive language and communication techniques that respect students' identities. Instructors are taught how to avoid microaggressions and create educational atmospheres where all students feel valued.

The programs not only focus on these aspects in theory but usually also provide practical examples, case studies, and scenarios that are relevant and specifically address challenges faced by students in educational settings -- working to create a more inclusive and supportive educational experience for everyone, regardless of their racial or ethnic background. In addition to this analysis, the Department intends to include a requirement in the grant agreements for this program that require grant recipients to use training organizations that meet the equity practices as outlined above.

FISCAL ANALYSIS

See explanation of the funding distribution method above.

EFFECT OF A "YES" OR "NO" VOTE

A "yes" vote will adopt a temporary rule to implement the distribution method for the Safe School Culture Grant. This adoption will allow the Department to expedite the allocation/reimbursement process for school districts, ESDs, and public charter schools.

A "No" vote will delay the implementation of this grant program until permanent rules can be established.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant: Distribution Formula

Attachment 1: OAR 581-017-XXXX Safe School Culture Grant: Distribution Formula
Attachment 2: Senate Bill 283 Sections 8-12

581-017-0780
Education Staff Retention and Recruitment Grants

(1) The following definitions apply to this rule:

(a) "ADMw" is Average Daily Membership weighted as calculated per ORS 327.013 and does not include extended ADMw per ORS 327.013(1)(c).

(b) "Charter School" is a public charter school organized and operated per ORS Chapter 338.

(c) "Department" is the Oregon Department of Education, or the Educator Advancement Council.

(d) "District" or "School District" is a public school district organized and operated per ORS Chapter 332.

(e) "Education Staff Retention and Recruitment Grants" or "Grant" are the grants established by OR Laws Chapter 116 Sections 7-10 (2022).

(f) "Eligible Recipient" is a Charter School, School District, ESD, or a consortia thereof.

(g) "EGMS" is the Department's Electronic Grant Management System.

(h) "ESD" or "Education Service District" is an education service district organized and operated under ORS Chapter 334.

(2) The funds appropriated to the Grant will be distributed to ESDs, Districts, and Charter Schools as follows:

(a) Any funds to be disbursed to school personnel organizations will be subtracted from the total amount of funds allocated under Oregon Laws Chapter 116 Section 7 (2022).

(b) The remaining amount of funds will be split with 95% of the funds allocated to Districts and Charter Schools and 5% of the funds allocated to ESDs.

(c) The Districts and Charter Schools allocation shall be distributed as follows:

(A) The ADMw for Districts shall be adjusted such that no district receives less than 91 ADMw for purposes of this formula;

(B) The ADMw for Charter Schools shall be adjusted such that no Charter School receives less than 91 ADMw for purposes of this formula;

(C) The adjusted ADMw for Districts and Charter Schools shall be totaled;

(D) The allocation for Districts and Charter Schools shall be divided by the total adjusted ADMw to obtain a Funding Per ADMw amount; and

(E) The Funding Per ADMw amount shall be multiplied by the individual organization's adjusted ADMw to determine the total allocation for that organization.

(d) The ESD allocation shall be distributed as follows:

~~(A) The ADMw for ESDs shall be adjusted such that no ESD receives less than 1,737 ADMw for purposes of this formula;~~

~~(B) The adjusted ADMw for ESDs shall be totaled;~~

~~(C) The allocation for ESDs shall be divided by the total adjusted ADMw to obtain a Funding Per ADMw amount; and~~

~~(D) The Funding Per ADMw amount shall be multiplied by the individual ESD's adjusted ADMw to determine the total allocation for that ESD.~~

~~(3) The application process for the Education Staff Retention and Recruitment Grants shall be as follows:~~

~~(a) The Department shall post an application form on its website available to all Eligible Recipients.~~

~~(b) The Department shall open the application period at a date to be determined by the Department.~~

~~(c) Eligible Recipients shall submit an application no later than May 31, 2022.~~

~~(d) The application form shall include the following:~~

~~(A) Name of applicant;~~

~~(B) Department's institution identification number of applicant;~~

~~(C) Name and contact information of the person who will be the grant manager;~~

~~(D) Name and contact information of the person authorized to sign the grant agreement;~~

~~(E) A description of how the Eligible Recipient's personnel had significant participation in developing the Eligible Recipient's proposed plan;~~

~~(F) A brief description of the Eligible Recipient's proposed plan;~~

~~(G) A brief description of how the Eligible Recipient's proposed plan aligns with guidance published by the Department; and~~

~~(H) Signature of person authorized to sign applications agreeing to the terms of the grant.~~

~~(e) The Department shall review and approve all applications.~~

~~(f) If the Department determines that an application is incomplete or insufficient, the Department shall notify the Eligible Recipient.~~

~~(g) The Eligible Recipient shall have until a date to be determined by the Department to complete the application or correct any deficiencies.~~

~~(h) If the Eligible Recipient does not submit the revised application by the required date, the Eligible Recipient may not receive any grant funds.~~

~~(i) If there are Eligible Recipients that do not submit an approved application, any funds allocated to those Eligible Recipients will be redistributed on a pro-rated basis to Eligible Recipients that submitted an approved application.~~

~~(4) Eligible Recipients shall execute a Grant Agreement with the Department before receiving any grant funds.~~

~~(5) Once the grant agreement is executed, the Department shall distribute through the Department's EGMS system 85% of the grant funds.~~

~~(6) Grant funds shall be expended in accordance with the Eligible Recipient's plan as submitted and approved in their application.~~

~~(7) By May 1, 2023, Eligible Recipients shall submit a narrative report to the Department, on a template provided by the Department, that:~~

~~(a) Provides a description of how the Eligible Recipient used the funds to implement the plan proposed in the application including any subsequent changes made to the plan by the Eligible Recipient.~~

~~(b) Provides what types of school personnel were directly impacted through the grant funding;~~

~~(c) Provides measurable impacts of the grant funding; and~~

~~(d) Provides other information as required by the Department.~~

~~(8) By May 1, 2023, Eligible Recipients shall submit necessary financial reporting to track the expenditure of funds received by the Eligible Recipient to provide details on specific expenses and ensure that all expenditures comply with (6) above.~~

~~(9) The Department shall review all reports submitted by Eligible Recipients.~~

~~(10) If an Eligible Recipient's financial reporting indicates expenditures are outside of the approved plan or any changes described in (7)(a) above, the Department may:~~

~~(a) Require additional documentation and explanation for the expense;~~

~~(b) Disallow the expense to be reimbursed using grant funds and require the Eligible Recipient to provide additional eligible expenses; or~~

~~(c) Reduce the remaining grant funds to be disbursed to the Eligible Recipient by the amount of the disallowed expense.~~

~~(11) The Department's determinations of eligible expenses shall be final.~~

~~(12) If the Department approves all expenses in the expense report, the Eligible Recipient may request the remaining 15% of funds to be provided through EGMS.~~

~~(13) Eligible Recipients shall expend all grant funds by June 30, 2023.~~

~~(14) Eligible Recipients shall submit claims for all remaining funds in EGMS by July 31, 2023.~~

(15) Eligible Recipients shall submit financial reports in compliance with (8) above for all remaining expenditures by July 31, 2023.

(16) All reports shall be submitted electronically to the Department using templates and means established by the Department.

(17) If an Eligible Recipient fails to provide any required reports, the Department may require the Eligible Recipient to repay all grant funds.

(18) These rules are repealed on January 1, 2024.

581-017-0790
Substitute Training Cost Reimbursement Grants

(1) The following definitions apply to this rule:

(a) "ADMw" is Average Daily Membership weighted as calculated per ORS 327.013 and does not include extended ADMw per ORS 327.013(1)(c).

(b) "Department" is the Oregon Department of Education.

(c) "Direct Relationship" means a relationship where the ESD or District directly employs a Substitute Teacher or Instructional Assistant, or contracts with a third-party provider, not an ESD or District, for the Substitute Teacher's or Instructional Assistant's services.

(d) "District" or "School District" is a public school district organized and operated per ORS Chapter 332.

(e) "EGMS" is the Department's Electronic Grant Management System.

(f) "ESD" or "Education Service District" is an education service district organized and operated under ORS Chapter 334.

(g) "Instructional Assistant" means any staff employed by a district, education service district, public charter school, or private third party who assists with preparation of curriculum, assessment, and direction of learning in class, in small groups, in individual situations, online, in the library, and in guidance and counseling. The terms "substitute instructional assistant," "educational assistant," and "substitute educational assistant" have the same meaning as "Instructional Assistant".

(h) "Required Training" means:

(A) Any training required by the state to maintain a credential or license;

(B) Any training required by school district policy in order to maintain employment in that district;

(C) Any other training approved by the Department.

(i) "Substitute Teacher" or "Substitute" means any staff employed by a school district, education service district, public charter school, or private third party who is employed to take the place of a probationary or contract teacher who is temporarily absent.

(j) "Substitute Training Grant" means the Substitute Teacher and Instructional Assistant Training Cost Reimbursement Grants established by Oregon Laws Chapter 116 Sec. 10-12 (2022).

(2) Districts and ESDs shall apply for the Substitute Training Grant as follows:

(a) Districts and ESDs will apply using the correct form as posted on the Department's website.

(b) The District application form shall include:

(A) The number of Instructional Assistants in a Direct Relationship with the District;

(B)(i) The number of Substitute Teachers in a Direct Relationship with the District; or

(ii) The name of the ESD that provides Substitute Teachers to the District; and

(C) Any additional information required by the Department to administer the Substitute Training Grant.

(c) The ESD application form shall include:

(A) The number of Instructional Assistants in a Direct Relationship with the ESD;

(B) The number of Substitute Teachers in a Direct Relationship with the ESD;

(C) The names of all Districts the ESD contracts with to provide Substitute Teachers; and

(D) Any additional information required by the Department to administer the Substitute Training Grant.

(d) The Department shall open the application period at a date to be determined by the Department.

(e) Districts and ESDs shall submit an application by a date to be determined by the Department.

(f) The Department shall review and approve all applications.

(g) If the Department determines that an application is incomplete or insufficient, the Department shall notify the District or ESD.

(h) The District or ESD shall have until a date to be determined by the Department to complete the application or correct any deficiencies.

(i) If the District or ESD does not submit the revised application by the required date, the District or ESD may not receive any grant funds.

(3) Once all applications have been submitted and approved, the Department will calculate a total number of Instructional Assistants and Substitute Teachers from the applications.

(4) The grant funds will be divided by that number to calculate an amount of funds per position.

(5) The Department shall allocate the funds as follows:

(a) To each individual District or ESD that applied by multiplying the amount of funds per position by the number of Instructional Assistants and Substitute Teachers in a Direct Relationship with that ESD or District; and

~~(b) Reserve 5% of the grant funds to be provided to an individual District or ESD as determined by the Department.~~

~~(6) Districts and ESDs shall execute a Grant Agreement with the Department before receiving any grant funds.~~

~~(7) Districts and ESDs shall distribute the funds to Substitutes and Instructional Assistants to reimburse them for Eligible Costs incurred taking Required Trainings.~~

~~(8) Eligible Costs include:~~

~~(a) Tuition or registration costs of Required Training;~~

~~(b) Travel expenses incurred to attend a Required Training outside of a District or ESD where a Substitute Teacher or Instructional Assistant normally works. Travel expenses will be reimbursed according to State of Oregon Department of Administrative Services travel policies;~~

~~(c) Reimbursement for time taken to attend Required Training. Time will be reimbursed at the Substitute Teacher's or Instructional Assistant's current wage rate.~~

~~(9) Substitute Teachers and Instructional Assistants may submit Eligible Costs incurred from April 15, 2022 through June 30, 2023 for reimbursement.~~

~~(10) Districts and ESDs may not retain any percentage of the funds to cover their costs associated with administering the grants.~~

~~(11) The Department may allow Districts and ESDs to submit Eligible Costs directly to the Department for Required Training provided by the District or ESD to Substitute Teachers or Instructional Assistants. The Department may require additional information from the District or ESD to ensure that any funds received by the District or ESD go to covering costs of training.~~

~~(12) Districts and ESD may submit costs for review by the Department. The Department may make individual determinations as to whether the costs submitted are reimbursable. The Department's determination shall be final.~~

~~(13) Districts and ESDs shall keep all documentation needed to verify the request for reimbursement of Eligible Costs for Required Trainings for 6 years. Districts and ESDs shall provide the documentation to the Department upon request.~~

~~(14) Districts and ESDs shall submit reimbursement requests to the Department on a form provided by the Department.~~

~~(15) Districts and ESDs shall submit corresponding claims to the Department through the Department's EGMS.~~

~~(16) Substitute Teachers and Instructional Assistants must submit all reimbursement requests to Districts and ESDs by June 30, 2023.~~

~~(17) Districts and ESDs shall submit final reimbursement requests and corresponding EGMS claims to the Department by July 31, 2023.~~

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: 581-017-0780, -0790 Rule Repeal

SUBJECT: 581-017-0780, -0790 **STAFF NAME & OFFICE**: HB 4030 created two new grants, the Educator Retention and Recruitment Grant (Educator Retention Grant), and the Substitute Teacher and IA Training Reimbursement Grant (Substitute Training Grant). These grants have ended and no longer operational. The rules need to be repealed. ☐ New Rule ☐ Amend Existing Rule ☒ Repeal Rule	☒ **First Reading** ☒ **Presentation** ☐ **No Presentation** ☐ **Action** ☐ **Temp Rule** ☐ **Presentation** ☐ **No Presentation**

BACKGROUND

In the 2022 short session, the legislature passed HB 4030 which provided one-time funds to address problems with the education workforce. Within the bill, there were two grant programs. The Educator Retention Grant provided $78.2 million to districts, ESDs, and charter schools to address teacher retention and recruitment problems. The Substitute Training Grant provided $19.5 million to districts to cover the costs of mandatory trainings that substitutesare required to take to be allowed to work in the district. Both of these grants were one-time funds and ended on June 30, 2023.

The Educator Retention Grant went out to 265 grantees (190 school districts, 77 charter schools, and 18 ESDs). Each recipient had to submit an application for the grant. In the application, they had to identify some long-standing problems of practice and then describe the strategies they would use to address those problems of practice. Additionally, grant recipients had to identify how they meaningfully involved their staff in the development of the grant application.

Once the applications were approved, grant funds were distributed to recipients to implement the previously identified strategies to address their problems of practice. Each recipient could use the funds to implement multiple strategies. The top three strategies implemented by number of recipients were:

- Retention and Recruitment Bonuses – 220 recipients
- Addressing the community and culture of the workplace – 120 recipients
- Providing additional professional learning – 112 recipients.

Recipients spent $74.5 million of the grant funds. Moving forward many recipients reported that they would not be able to sustain the work provided by the grant, since there are no other funds to sustain and move the work forward. Some recipients looked to their Regional Educator Networks to look for ways to sustain the work started by the grant. However, for most, they did not have additional funds to sustain the work started by this one-time grant.

The Substitute Training Grant's goal was to reimburse substitute teachers and instructional assistants costs to complete training required by districts before being able to work for each district. Historically substitutes paid for any tuition costs for these trainings and were not paid for their time to complete these trainings. The Substitute Training Grant was designed to cover those costs.

The Substitute Training Grant was not as successful as the Educator Retention Grant. There were several barriers to full participation. First, there is a complicated relationship between districts, third party staffing agencies, and individual substitutes. This led to the following barriers:

- Third party staffing agencies did not engage with this grant early, despite several attempts to reach out to them;
- Districts and third party staffing agencies were not in alignment regarding participation in this grant; and
- Substitutes did not necessarily receive information about this grant in a timely manner.

Another barrier was ODE was only able to transfer reimbursement funds to districts rather than directly to substitutes or third party staffing agencies. The grant was voluntary for district participationwhich meant that if a district chose to not participate, then those substitutes would not be able to receive reimbursement or grant funds. ODE does not have the capacity to provide direct payments to over 7,000 substitutes across the state. Districts gave several reasons for not participating:

- Districts did not have the staff to support the grant and were overwhelmed with the number of grants being offered;
- Districts were not provided with any administrative costs to cover the work to implement the grant which meant they could not hire additional staff to help implement the grant; and
- Districts did not have funds to sustain these payments after the one-time funds ended.

In the end, 85 school districts and ESDs applied for the grant. 106 claims were submitted by 50 grantees. They spent almost $3 million providing reimbursements to their substitute teachers and instructional assistants for training costs.

Under HB 4030, these grants expire on January 1, 2024. That means the underlying statutory authority for our administrative rules expires. The repeal of OAR 581-017-0780 and -0790 is to remain in compliance with applicable statutory authority.

There has not been extensive community engagement on these rules because all of the grant recipients and other partners have been notified that the grants have ended. , There are no more opportunities to obtain grant funds, and the repeal of the rules is to align with the expiration of the statute.Also, when presented to the Rules Advisory Committee, there were no questions and everyone understood the purpose of this request.

SUMMARY OF PREVIOUS BOARD ACTION

1. This is the first read of this item.

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
October 19, 2023
AGENDA ITEM: 581-017-0780, -0790 Rule Repeal

POLICY ISSUE OR CONCERNS

There are no policy issues or concerns with this requested repeal.

EQUITY IMPACT ANALYSIS

The repeal of the rules does not have an impact on historically marginalized communities.

FISCAL ANALYSIS

There are no continuing fiscal impact to grant recipients or small businesses.

EFFECT OF A "YES" OR "NO" VOTE

If the Board votes yes to repeal of these rules, they will remove rules that no longer have any authority or impact. If the Board votes no to the repeal of these rules, then the rules will remain "on the books" even though the underlying statute has sunset and the grants have ended.

STAFF RECOMMENDATION

☐ Approve ☒ Approve next month ☐ No recommendation at this time
Prompted by: ☒ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1:

~~**581-017-0780**~~
~~**Education Staff Retention and Recruitment Grants**~~

~~(1) The following definitions apply to this rule:~~

~~(a) "ADMw" is Average Daily Membership weighted as calculated per ORS 327.013 and does not include extended ADMw per ORS 327.013(1)(c).~~

~~(b) "Charter School" is a public charter school organized and operated per ORS Chapter 338.~~

~~(c) "Department" is the Oregon Department of Education, or the Educator Advancement Council.~~

~~(d) "District" or "School District" is a public school district organized and operated per ORS Chapter 332.~~

~~(e) "Education Staff Retention and Recruitment Grants" or "Grant" are the grants established by OR Laws Chapter 116 Sections 7-10 (2022).~~

~~(f) "Eligible Recipient" is a Charter School, School District, ESD, or a consortia thereof.~~

~~(g) "EGMS" is the Department's Electronic Grant Management System.~~

~~(h) "ESD" or "Education Service District" is an education service district organized and operated under ORS Chapter 334.~~

~~(2) The funds appropriated to the Grant will be distributed to ESDs, Districts, and Charter Schools as follows:~~

~~(a) Any funds to be disbursed to school personnel organizations will be subtracted from the total amount of funds allocated under Oregon Laws Chapter 116 Section 7 (2022).~~

~~(b) The remaining amount of funds will be split with 95% of the funds allocated to Districts and Charter Schools and 5% of the funds allocated to ESDs.~~

~~(c) The Districts and Charter Schools allocation shall be distributed as follows:~~

~~(A) The ADMw for Districts shall be adjusted such that no district receives less than 91 ADMw for purposes of this formula;~~

~~(B) The ADMw for Charter Schools shall be adjusted such that no Charter School receives less than 91 ADMw for purposes of this formula;~~

~~(C) The adjusted ADMw for Districts and Charter Schools shall be totaled;~~

~~(D) The allocation for Districts and Charter Schools shall be divided by the total adjusted ADMw to obtain a Funding Per ADMw amount; and~~

~~(E) The Funding Per ADMw amount shall be multiplied by the individual organization's adjusted ADMw to determine the total allocation for that organization.~~

~~(d) The ESD allocation shall be distributed as follows:~~

~~(A) The ADMw for ESDs shall be adjusted such that no ESD receives less than 1,737 ADMw for purposes of this formula;~~

~~(B) The adjusted ADMw for ESDs shall be totaled;~~

~~(C) The allocation for ESDs shall be divided by the total adjusted ADMw to obtain a Funding Per ADMw amount; and~~

~~(D) The Funding Per ADMw amount shall be multiplied by the individual ESD's adjusted ADMw to determine the total allocation for that ESD.~~

~~(3) The application process for the Education Staff Retention and Recruitment Grants shall be as follows:~~

~~(a) The Department shall post an application form on its website available to all Eligible Recipients.~~

~~(b) The Department shall open the application period at a date to be determined by the Department.~~

~~(c) Eligible Recipients shall submit an application no later than May 31, 2022.~~

~~(d) The application form shall include the following:~~

~~(A) Name of applicant;~~

~~(B) Department's institution identification number of applicant;~~

~~(C) Name and contact information of the person who will be the grant manager;~~

~~(D) Name and contact information of the person authorized to sign the grant agreement;~~

~~(E) A description of how the Eligible Recipient's personnel had significant participation in developing the Eligible Recipient's proposed plan;~~

~~(F) A brief description of the Eligible Recipient's proposed plan;~~

~~(G) A brief description of how the Eligible Recipient's proposed plan aligns with guidance published by the Department; and~~

~~(H) Signature of person authorized to sign applications agreeing to the terms of the grant.~~

~~(e) The Department shall review and approve all applications.~~

~~(f) If the Department determines that an application is incomplete or insufficient, the Department shall notify the Eligible Recipient.~~

~~(g) The Eligible Recipient shall have until a date to be determined by the Department to complete the application or correct any deficiencies.~~

~~(h) If the Eligible Recipient does not submit the revised application by the required date, the Eligible Recipient may not receive any grant funds.~~

~~(i) If there are Eligible Recipients that do not submit an approved application, any funds allocated to those Eligible Recipients will be redistributed on a pro-rated basis to Eligible Recipients that submitted an approved application.~~

~~(4) Eligible Recipients shall execute a Grant Agreement with the Department before receiving any grant funds.~~

~~(5) Once the grant agreement is executed, the Department shall distribute through the Department's EGMS system 85% of the grant funds.~~

~~(6) Grant funds shall be expended in accordance with the Eligible Recipient's plan as submitted and approved in their application.~~

~~(7) By May 1, 2023, Eligible Recipients shall submit a narrative report to the Department, on a template provided by the Department, that:~~

~~(a) Provides a description of how the Eligible Recipient used the funds to implement the plan proposed in the application including any subsequent changes made to the plan by the Eligible Recipient.~~

~~(b) Provides what types of school personnel were directly impacted through the grant funding;~~

~~(c) Provides measurable impacts of the grant funding; and~~

~~(d) Provides other information as required by the Department.~~

~~(8) By May 1, 2023, Eligible Recipients shall submit necessary financial reporting to track the expenditure of funds received by the Eligible Recipient to provide details on specific expenses and ensure that all expenditures comply with (6) above.~~

~~(9) The Department shall review all reports submitted by Eligible Recipients.~~

~~(10) If an Eligible Recipient's financial reporting indicates expenditures are outside of the approved plan or any changes described in (7)(a) above, the Department may:~~

~~(a) Require additional documentation and explanation for the expense;~~

~~(b) Disallow the expense to be reimbursed using grant funds and require the Eligible Recipient to provide additional eligible expenses; or~~

~~(c) Reduce the remaining grant funds to be disbursed to the Eligible Recipient by the amount of the disallowed expense.~~

~~(11) The Department's determinations of eligible expenses shall be final.~~

~~(12) If the Department approves all expenses in the expense report, the Eligible Recipient may request the remaining 15% of funds to be provided through EGMS.~~

~~(13) Eligible Recipients shall expend all grant funds by June 30, 2023.~~

~~(14) Eligible Recipients shall submit claims for all remaining funds in EGMS by July 31, 2023.~~

~~(15) Eligible Recipients shall submit financial reports in compliance with (8) above for all remaining expenditures by July 31, 2023.~~

~~(16) All reports shall be submitted electronically to the Department using templates and means established by the Department.~~

~~(17) If an Eligible Recipient fails to provide any required reports, the Department may require the Eligible Recipient to repay all grant funds.~~

~~(18) These rules are repealed on January 1, 2024.~~

~~**581-017-0790**~~
~~**Substitute Training Cost Reimbursement Grants**~~

~~(1) The following definitions apply to this rule:~~

~~(a) "ADMw" is Average Daily Membership weighted as calculated per ORS 327.013 and does not include extended ADMw per ORS 327.013(1)(c).~~

~~(b) "Department" is the Oregon Department of Education.~~

~~(c) "Direct Relationship" means a relationship where the ESD or District directly employs a Substitute Teacher or Instructional Assistant, or contracts with a third-party provider, not an ESD or District, for the Substitute Teacher's or Instructional Assistant's services.~~

~~(d) "District" or "School District" is a public school district organized and operated per ORS Chapter 332.~~

~~(e) "EGMS" is the Department's Electronic Grant Management System.~~

~~(f) "ESD" or "Education Service District" is an education service district organized and operated under ORS Chapter 334.~~

~~(g) "Instructional Assistant" means any staff employed by a district, education service district, public charter school, or private third party who assists with preparation of curriculum, assessment, and direction of learning in class, in small groups, in individual situations, online, in the library, and in guidance and counseling. The terms "substitute instructional assistant," "educational assistant," and "substitute educational assistant" have the same meaning as "Instructional Assistant".~~

~~(h) "Required Training" means:~~

~~(A) Any training required by the state to maintain a credential or license;~~

~~(B) Any training required by school district policy in order to maintain employment in that district;~~

~~(C) Any other training approved by the Department.~~

~~(i) "Substitute Teacher" or "Substitute" means any staff employed by a school district, education service district, public charter school, or private third party who is employed to take the place of a probationary or contract teacher who is temporarily absent.~~

~~(j) "Substitute Training Grant" means the Substitute Teacher and Instructional Assistant Training Cost Reimbursement Grants established by Oregon Laws Chapter 116 Sec. 10-12 (2022).~~

~~(2) Districts and ESDs shall apply for the Substitute Training Grant as follows:~~

~~(a) Districts and ESDs will apply using the correct form as posted on the Department's website.~~

~~(b) The District application form shall include:~~

~~(A) The number of Instructional Assistants in a Direct Relationship with the District;~~

~~(B)(i) The number of Substitute Teachers in a Direct Relationship with the District; or~~

~~(ii) The name of the ESD that provides Substitute Teachers to the District; and~~

~~(C) Any additional information required by the Department to administer the Substitute Training Grant.~~

~~(c) The ESD application form shall include:~~

~~(A) The number of Instructional Assistants in a Direct Relationship with the ESD;~~

~~(B) The number of Substitute Teachers in a Direct Relationship with the ESD;~~

~~(C) The names of all Districts the ESD contracts with to provide Substitute Teachers; and~~

~~(D) Any additional information required by the Department to administer the Substitute Training Grant.~~

~~(d) The Department shall open the application period at a date to be determined by the Department.~~

~~(e) Districts and ESDs shall submit an application by a date to be determined by the Department.~~

~~(f) The Department shall review and approve all applications.~~

~~(g) If the Department determines that an application is incomplete or insufficient, the Department shall notify the District or ESD.~~

~~(h) The District or ESD shall have until a date to be determined by the Department to complete the application or correct any deficiencies.~~

~~(i) If the District or ESD does not submit the revised application by the required date, the District or ESD may not receive any grant funds.~~

~~(3) Once all applications have been submitted and approved, the Department will calculate a total number of Instructional Assistants and Substitute Teachers from the applications.~~

~~(4) The grant funds will be divided by that number to calculate an amount of funds per position.~~

~~(5) The Department shall allocate the funds as follows:~~

~~(a) To each individual District or ESD that applied by multiplying the amount of funds per position by the number of Instructional Assistants and Substitute Teachers in a Direct Relationship with that ESD or District; and~~

~~(b) Reserve 5% of the grant funds to be provided to an individual District or ESD as determined by the Department.~~

~~(6) Districts and ESDs shall execute a Grant Agreement with the Department before receiving any grant funds.~~

~~(7) Districts and ESDs shall distribute the funds to Substitutes and Instructional Assistants to reimburse them for Eligible Costs incurred taking Required Trainings.~~

~~(8) Eligible Costs include:~~

~~(a) Tuition or registration costs of Required Training;~~

~~(b) Travel expenses incurred to attend a Required Training outside of a District or ESD where a Substitute Teacher or Instructional Assistant normally works. Travel expenses will be reimbursed according to State of Oregon Department of Administrative Services travel policies;~~

~~(c) Reimbursement for time taken to attend Required Training. Time will be reimbursed at the Substitute Teacher's or Instructional Assistant's current wage rate.~~

~~(9) Substitute Teachers and Instructional Assistants may submit Eligible Costs incurred from April 15, 2022 through June 30, 2023 for reimbursement.~~

~~(10) Districts and ESDs may not retain any percentage of the funds to cover their costs associated with administering the grants.~~

~~(11) The Department may allow Districts and ESDs to submit Eligible Costs directly to the Department for Required Training provided by the District or ESD to Substitute Teachers or Instructional Assistants. The Department may require additional information from the District or ESD to ensure that any funds received by the District or ESD go to covering costs of training.~~

~~(12) Districts and ESD may submit costs for review by the Department. The Department may make individual determinations as to whether the costs submitted are reimbursable. The Department's determination shall be final.~~

~~(13) Districts and ESDs shall keep all documentation needed to verify the request for reimbursement of Eligible Costs for Required Trainings for 6 years. Districts and ESDs shall provide the documentation to the Department upon request.~~

~~(14) Districts and ESDs shall submit reimbursement requests to the Department on a form provided by the Department.~~

~~(15) Districts and ESDs shall submit corresponding claims to the Department through the Department's EGMS.~~

~~(16) Substitute Teachers and Instructional Assistants must submit all reimbursement requests to Districts and ESDs by June 30, 2023.~~

~~(17) Districts and ESDs shall submit final reimbursement requests and corresponding EGMS claims to the Department by July 31, 2023.~~

Final Report: HB 4030 (2022) Grants

1850

Michael Elliott, School Finance and Facilities Managing Director
Sarah Hackett, Education Staff Retention Grants Administrator
Michelle Merfeld, Substitute Reimbursement Grant Administrator

October 19, 2023

Education Staff Recruitment and Retention Grant

1851

Retention and Recruitment Grant

Purpose: Provide funding to support retention and recruitment of recruiting and retaining personnel in education, with a priority on personnel in high-need specialties and including personnel who are licensed or classified.

Total Funds Appropriated: $78,162,971

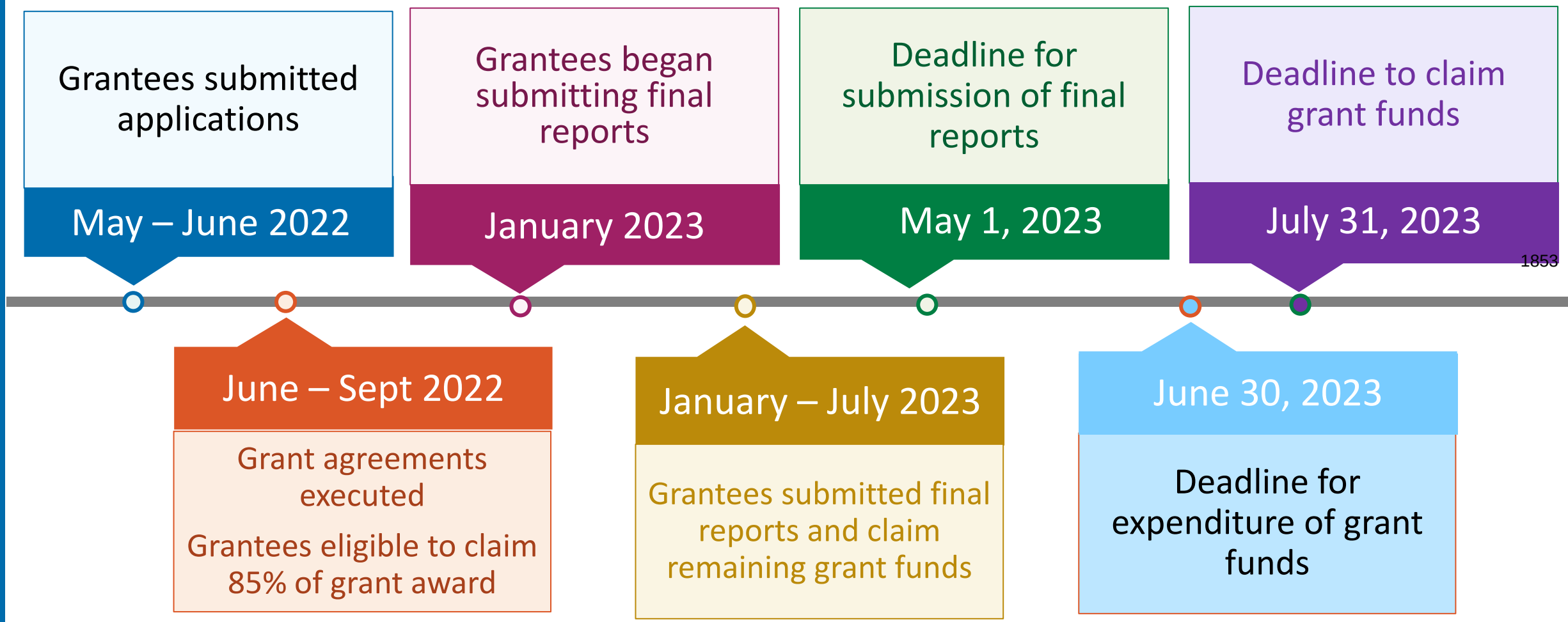
Funds Awarded to School Districts, Charter Schools, and ESDs:
$78,127,971*

*ODE provided a $35,000 grant to Oregon School Personnel Association for recruitment conferences/trainings.

Types of Grantees	#
School Districts	190
Charter Schools	77
Education Service Districts	18
Total Grantees	**265**

1852

Retention and Recruitment Grant Timeline



Education Staff Retention and Recruitment Grant Applications

Included:

- Problem(s) of Practice (POP) Grantees planned to address
- How education staff were involved in identifying their Problem(s) of Practice
- How the proposed spending will build on efforts for retention and recruitment made with other funding sources, and
- The key action steps to take to implement these strategies, including the key partners and existing projects or initiatives.

1854

Root Causes of Common Problems of Practice

Cause Code Type	Percent
Salaries	9.4%
Competition	8.5%
Rural	5.0%
Workload	5.0%
Undervalued	4.0%
Time	3.8%
Underprepared	3.5%
New Staff	3.3%
Small Pool	3.3%
Conditions	3.1%

19% of applicants did not cite a root cause in their problem of practice.

Analyzing the causes that were stated, salaries and competition for qualified candidates were identified as the most common causes.

1855

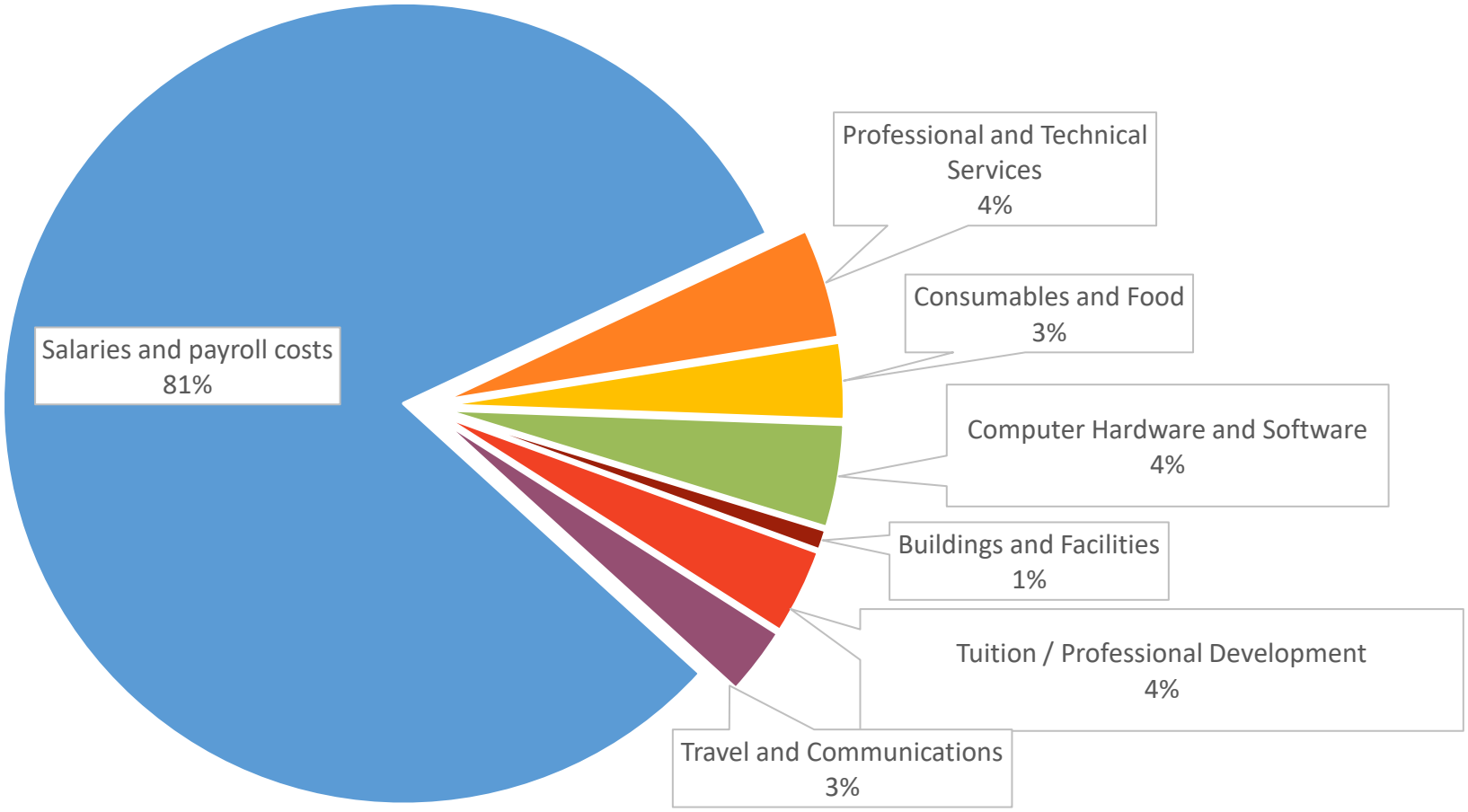
Applicants also described many compensation related problems, including a lack of affordable housing, childcare, and staff feeling undervalued. Particularly for classified staff, applicants described that wages are far less than needed to meet the cost of living in their communities.

Retention and Recruitment Grant Spending

265 Grantees
(School District, ESDs, and Charter Schools)
spent $74,487,068 to support local efforts to retain and recruit licensed and classified K-12 personnel

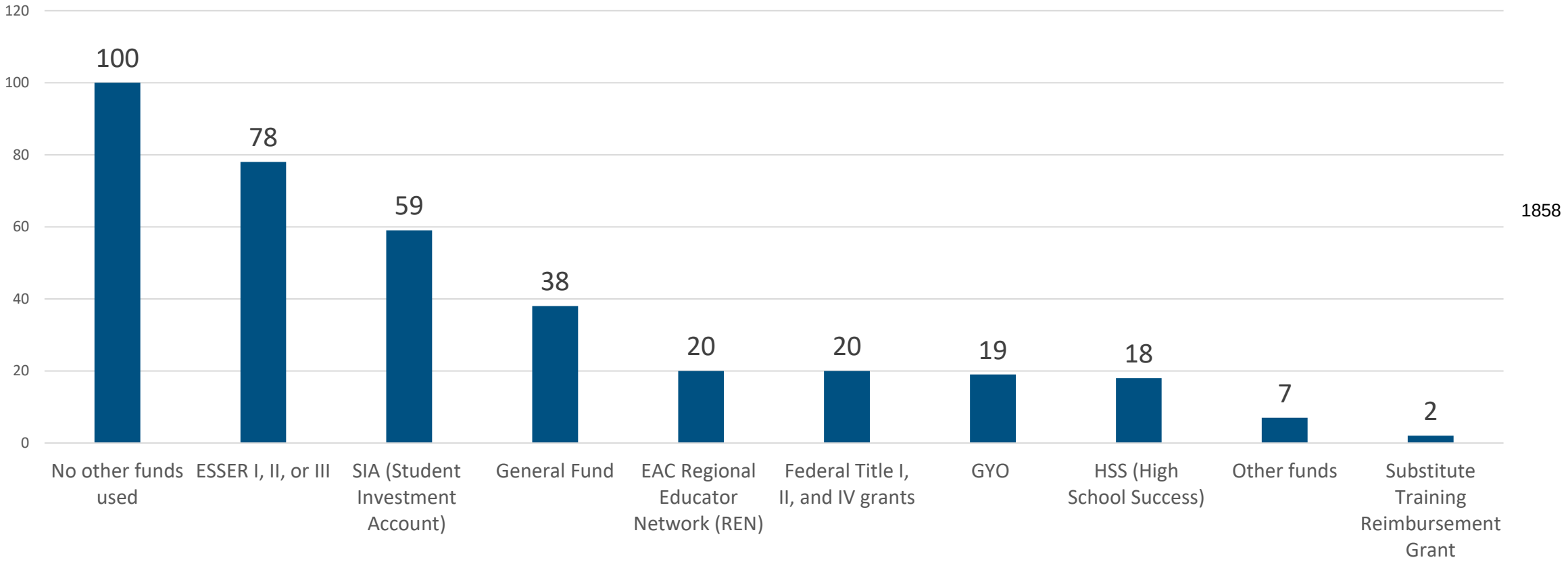
1856

Retention and Recruitment Grant Expenditures by Service or Commodity

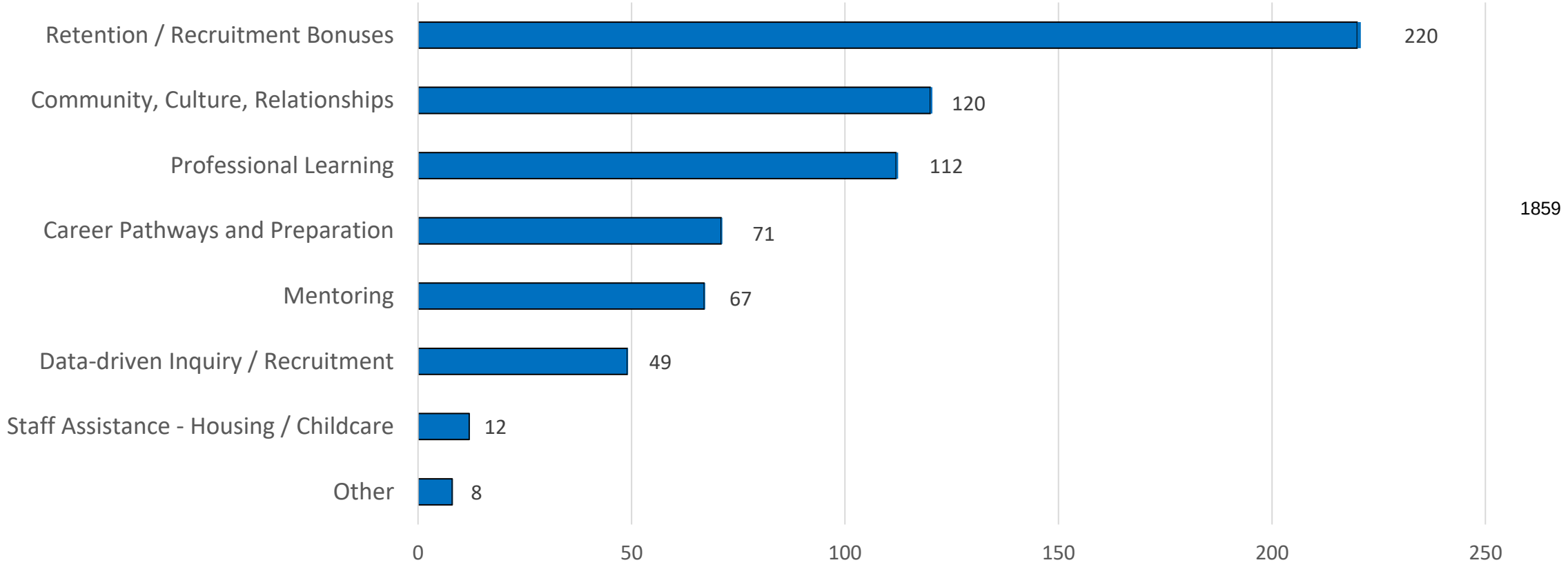


1857

Other Funds Used With Retention and Recruitment Grant



Retention and Recruitment Grant - Expenditures by Strategy



Ability to Sustain Retention and Recruitment Grant Efforts

Most Grantees reported that they would not be able to sustain the efforts they made through this grant, particularly for retention or recruitment bonuses.

Grantees noted that leveraging ESSER funds end after 2024.

1860

Some efforts grantees may be able to sustain:

- Working through local REN to identify additional funding sources
- EAC Grow-Your-Own/Teacher Partnership Pathway Grants (GYO)
- Local contributions to continue sponsored staff meals and celebrations
- Mentorship programs but with fewer hours and/or collaboration with local ESDs

Substitute and IAs Training Reimbursement Grant

1861

Substitute and IAs Training Reimbursement Grant

Purpose: Provide funding to reimburse substitute teachers and instructional assistants for trainings they are required to take.

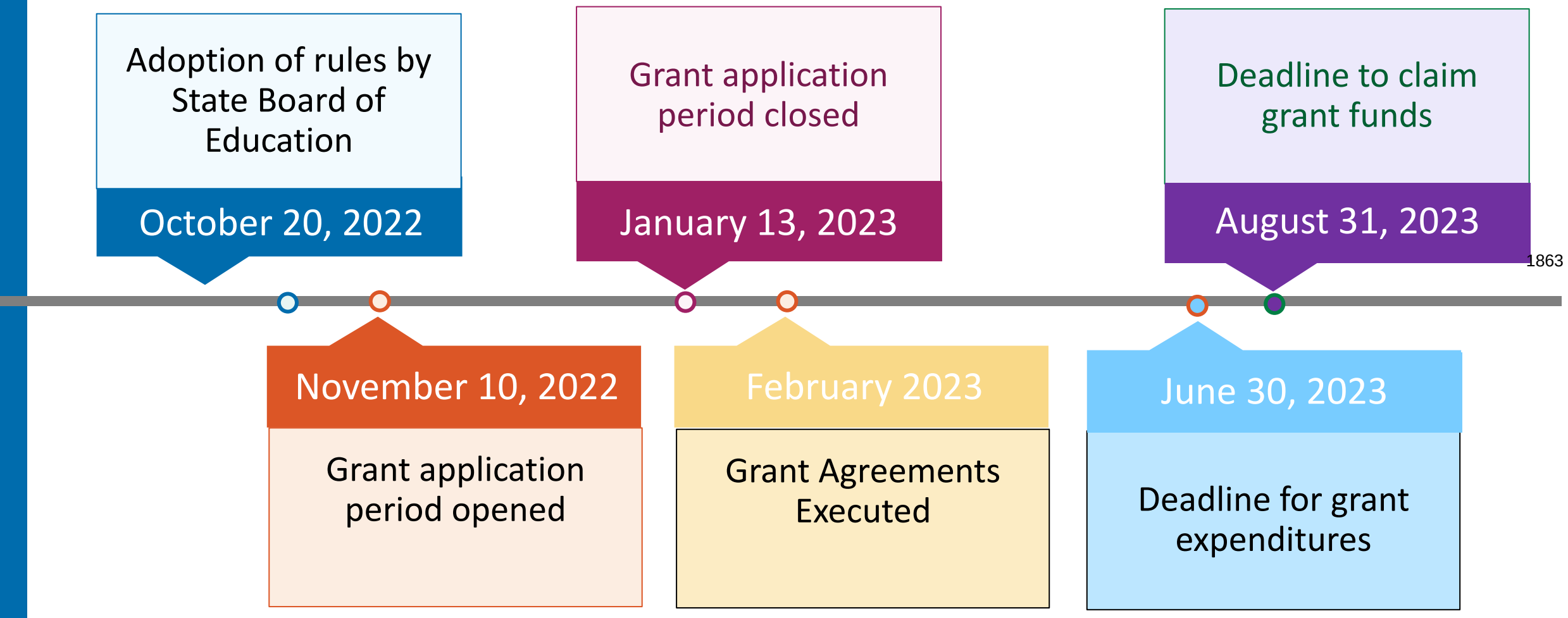
Total Funds Appropriated: $19.5 million

Funds Awarded to School Districts and ESDs: $16,087,622

Types of Grantees	#
School Districts	77
Education Service Districts	8
Total Grantees	**85**

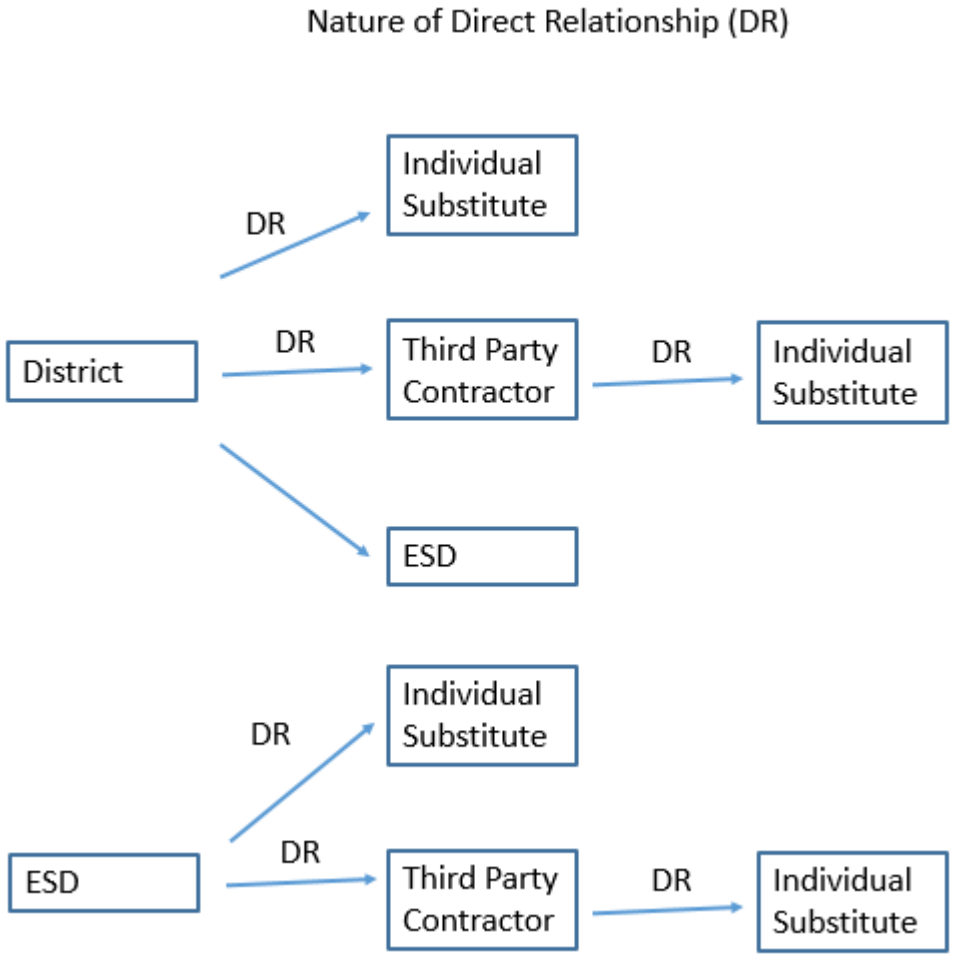
1862

Substitute and IAs Training Reimbursement Grant Timeline



Substitute and IAs Training Reimbursement Grant Nature of Direct Relationship

- Substitute teachers and instructional assistants can have a complex employment relationship with districts and ESDs
- Districts and ESDs cannot retain any of the funds as administrative costs



1864

Substitute and Instructional Assistant Training Reimbursement Grant

Eligible Expenses
Districts and ESDs may use grant funds to reimburse substitutes and instructional assistants for incurred expenses related to required trainings; either required by the state to maintain a license or certification or required by a district or ESD to maintain employment. Eligible expenses include: • Tuition • Costs of training • Travel expenses related to training hosted outside of the district where a substitute teacher or instructional assistant normally works • Time spent to complete the trainings • Conference fees • Other trainings depending on need and available funds
Districts and ESDs may cover their costs to provide training to individual substitute teachers and instructional assistants for required training.

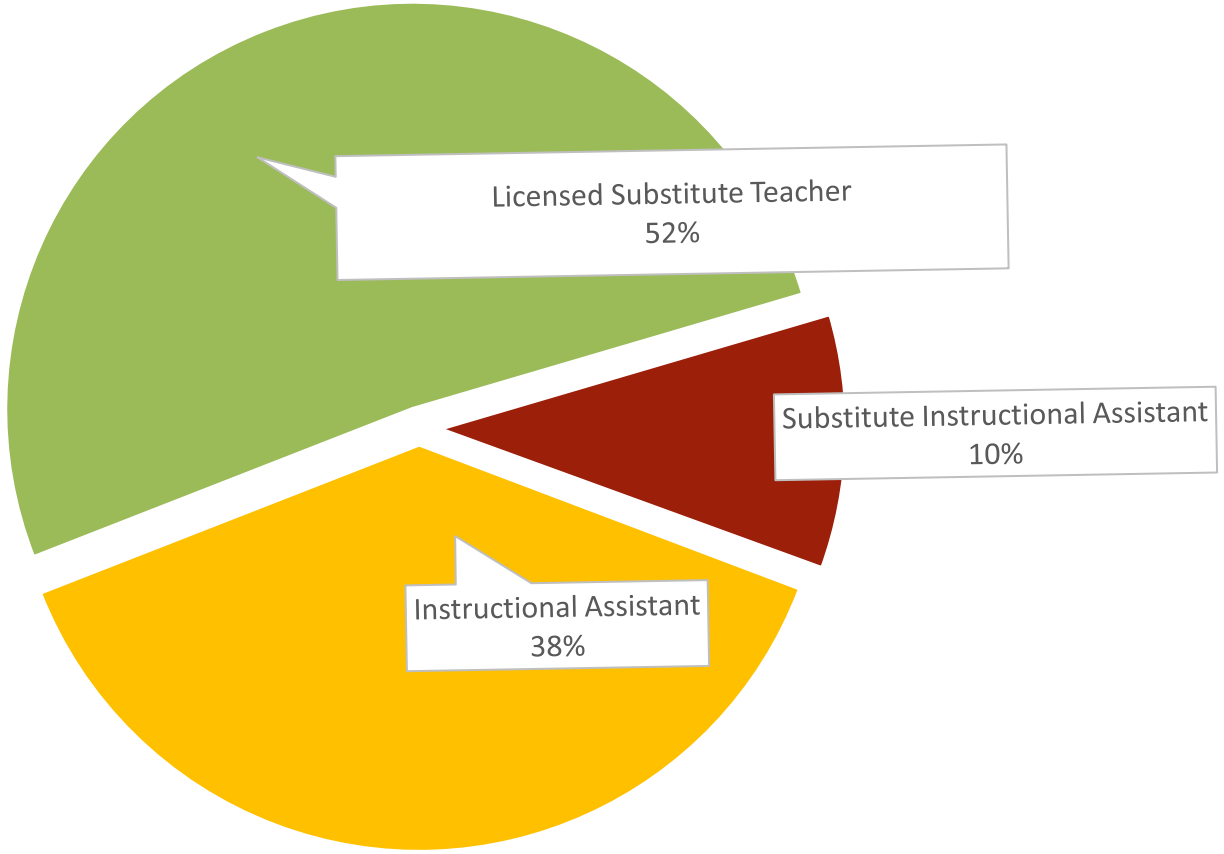
1865

Substitute and IA Training Reimbursement Grant Spending

85 Grantees
(School Districts and ESDs)
110 Total Claims by 53 Districts/ESDs
spent $3,059,341 to reimburse Substitute Teachers and Instructional Assistants for Training Costs.

1866

Types of Employees Reimbursed



1867

Expenditures by Employee Type

Sub Training Grant Expenditures by Employee Type				
Employee Type	**Tuition Cost**	**Time Cost**	**Travel Cost**	**Total Expenses**
Licensed Substitute	$ 196,075.53	$ 1,420,719.30	$ 1,066.80	$ 1,617,861.63
Instructional Assistant (IA)	$ 104,059.34	$ 995,965.00	$ 12,729.01	$ 1,112,753.35
Substitute IA	$ 25,762.31	$ 245,876.40	$ 1,639.80	$ 273,278.51
n/a	$ 6,426.78	$ 48,327.31	$ 693.19	$ 55,447.28
Grand Total	**$ 332,323.96**	**$ 2,710,888.01**	**$ 16,128.80**	**$ 3,059,340.77**

1868

Substitute and IAs Training Reimbursement Grant Feedback from Districts and ESDs

- "At this time, I have no intention to apply for a couple of reasons. The first reason being the **inordinate amount of different grant opportunities** presented to districts. It's fantastic that there are plentiful opportunities for grants. However, the reality is (at least for the District's I serve), it's becoming **cumbersome and daunting at the same time to manage the grants** from applying, to receiving the funds, planning for the funds in the budget and then reporting on how the funds were spent. The **minimal return on investment makes it difficult to pursue the funds**. Secondly, because of the amount of federal funds the Districts have available to spend, and the cost that either District has had to expend at this point, is minimal. Again based on the minimal return on investment, the choice has been made to pass on these grant opportunities." *(emphasis added)*

1869

Thank You

1870

Michael Elliott, School Finance and Facilities Managing Director

Michael.S.Elliott@ode.oregon.gov

Oregon State Board of Education
September 21, 2023

AGENDA ITEM: 5.A.

SUBJECT: Farm to School Technical Assistance Grant Rule Repeal **STAFF NAME & OFFICE**: Farm to School in Oregon is a robust state program. With stakeholder involvement, the Department is seeking to transition technical assistance funds from a competitive grant process to an interagency agreement with a single partner organization This interagency agreement will require them to create and make subgrants to community organizations, and should lead to less hurdles in speed and completion of funding for organizations/projects. ☐ 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. Farm-to-School (F2S) statute ORS 336.431 - Farm-to-School Grant Program to purchase Oregon food products and to fund certain educational activities (public.law) requires ODE to ensure that receipients of F2S funding are also provided technical assistance, training, and resources by entering into an agreement with one or more statewide, regional or community partner. A piece of F2S allocated funding was set aside for this purpose.
    b. Initially, ODE and the Farm to School and School Garden Network ("The Network") decided to distribute this funding through competitive grants and set up rules around that grant process. OAR 581-017-0448 - Competitive Oregon Farm-to-School Program Technical Assistant Grants — Oregon Administrative Rules (public.law)
    c. After a decade of working through the competitive grant process, the ODE and the Network, after consultation with stakeholders determined that there are very few organizations in Oregon that participate in this sort of work (training, resource building and technical assistance for F2S) and that the process associated with the grant was making it unavailable to many entities, particularly smaller non-profits. The determination was made that a shift away from a competitive grant process and toward an agreement with a single entity that may then provide subgrants would be a more beneficial use of the funds allocated.
2. Purpose
    a. The current function of the rule is to set parameters and guidelines for a competitive grant process for technical assistance work. The rules have been in place for 12 years.
3. Does the board have any areas of discretion or is this strictly mirroring statute?
    a. The repeal of the rules and move to an interagency agreement mirrors what is set forth in statute.
4. Stakeholder voice/input (individual and collective i.e., groups)

a. These changes were actually prompted by the Network and stakeholders of F2S programs. They saw the need for a more efficient process to provide funding to organizations and partners to meet the requirements of the statute.
b. While this changes the way that the funds are handled by ODE, from a competitive process to an single agreement, the interagency agreement will have stipulations that subgrants must be awarded to community organizations for work within this realm.

SUMMARY OF PREVIOUS BOARD ACTION

1. This item was first read by the Board at their September 21 meeting.

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

No Policy Issues or concerns. This was a change initiated by the Stakeholders.

EQUITY IMPACT ANALYSIS

1. The Technical Assistance grant process has been a difficult one to complete for some organization, particularly the time that is has taken and so many projects failed to be realized due to lack or delay in funding. This change will transition the funding to one partner organization through an interagency agreement and require them to create and make subgrants to community organizations. It is believed that this will contain less hurdles in speed and completion of funding.

FISCAL ANALYSIS

1. There is no fiscal impact.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote will move this Technical Assistance funding away from a competitive grant process administered by ODE to an interagency agreement. The interagency agreement will provide funding to a single partner organization and will stipulate that some of the funding be provided to community based organizations for technical assistance work.

STAFF RECOMMENDATION

Oregon State Board of Education
September 21, 2023
AGENDA ITEM: 5.A.

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: Rule 581-017-0448

Rule 581-017-0448 – Repeal Rule

~~Competitive Oregon Farm-to-School Program Technical Assistant Grants~~

(~~1) As used in this section:~~

~~(a) "Commodity commission or council" means a commodity commission or council organized under ORS 576.051 (Definitions for ORS 576.051 to 576.455) to 576.455 (Moneys of abolished commission), the Oregon Beef Council, or the Oregon Wheat Commission.~~

~~(b) "Education service district" has the meaning given that term in ORS 334.003 (Definitions for chapter).~~

~~(c) "Eligible entity" means:~~

~~(A) A commodity commission or council;~~

~~(B) An education service district;~~

~~(C) A federally recognized Indian tribe;~~

~~(D) An institution of higher education;~~

~~(E) A nonprofit organization;~~

~~(F) A school district;~~

~~(G) A school overseen by the federal Bureau of Indian Education; or~~

~~(H) An administrative agency within the executive branch of Oregon's state government.~~

~~(d) "Including" means "including but not limited to."~~

~~(e) "Institution of higher education" means:~~

~~(A) A public university listed in ORS 352.002 (Public universities);~~

~~(B) A community college, as defined in ORS 341.005 (Definitions for chapter);~~

~~(C) The Oregon Health and Sciences University; or~~

~~(D) An Oregon-based, accredited, private, non-profit college or university that is authorized to confer degrees in this state.~~

~~(f) "Nonprofit organization" means:~~

~~(A) A nonprofit business corporation incorporated under ORS Chapter 65 (Nonprofit Corporations);~~

~~(B) A foreign nonprofit business corporation authorized to transact business in the state of Oregon; or~~

~~(C) An organization that is recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code of 1986.~~

~~(g)(A) "School district" means an Oregon common school district, joint school district, union high school district, or public charter school.~~

~~(B) "School district" does not include an education service district.~~

~~(2) The purpose of the competitive Oregon Farm-to-School Program technical assistance grant is to help those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program, receive the technical assistance, training, and resources they need for the successful operation of their programs.~~

~~(3) An eligible entity that receives a competitive Oregon Farm-to-School Program technical assistance grant may use the grant for costs directly associated with the provision of technical assistance, training, and resources that are:~~

~~(a) Provided to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program; and~~

~~(b) Needed for the successful operation of their Oregon Farm-to-School Programs.~~

~~(4)(a) An eligible entity that applies for a competitive Oregon Farm-to-School Program technical assistance grant may partner with one or more organizations to provide technical assistance, training, and resources to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program. Grant applicants that partner with other organizations to provide technical assistance, training, or resources must serve as the fiscal agent for the partnered organizations.~~

~~(b) Fiscal agents are responsible for:~~

~~(A) Ensuring that their partner organizations comply with the terms and conditions of the competitive Oregon Farm-to-School Program technical assistance grant;~~

~~(B) Overseeing the delivery of technical assistance, training, or resources to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-~~

~~to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program;~~

~~(C) Incorporating the principles of the Oregon Equity Lens, OAR 581-017-0010 (Equity Lens), into the development and delivery of technical assistance, training, or resources funded with competitive Oregon Farm-to-School Program technical assistance grant dollars;~~

~~(D) Maintaining all records regarding the technical assistance, training, or resources provided using, and any costs paid for with, grant funds; and~~

~~(E) Delivering those records and any completion reports regarding the technical assistance, training, and resources funded with, and the expenditure of, grant funds to the department.~~

~~(5) An eligible entity may lose its eligibility to apply for a competitive Oregon Farm-to-School Program technical assistance grant during the succeeding biennium, or continue receiving a previously awarded grant, if the eligible entity does not:~~

~~(a) Comply with the applicable provisions of ORS 336.431 (Farm-to-School Grant Program to purchase Oregon food products and to fund certain educational activities);~~

~~(b) Comply with the provisions of this section;~~

~~(c) Comply with the grant criteria printed in the competitive Oregon Farm-to-School Program technical assistance grant request for proposals and any related guidance documents produced by the department;~~

~~(d) If awarded a competitive Oregon Farm-to-School Program technical assistance grant, spend the entire amount of the grant award during the biennium for which the grant was awarded; or~~

~~(e) If awarded a competitive Oregon Farm-to-School Program technical assistance grant, spend the majority of the grant award on technical assistance, training, or resources provided to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program.~~

~~(6)(a) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which competitive Oregon Farm-to-School Program technical assistance grant funds are available.~~

~~(b) The department shall notify eligible entities of the proposal process and the dates when proposals are due, and make available necessary guidelines and application forms.~~

~~(7)(a) Eligible entities must submit their grant proposals on the most current form prescribed by the Oregon Department of Education. The department shall publish the current request for proposals solicitation forms on the department's website.~~

~~(b) If an eligible entity that has applied for a competitive Oregon Farm-to-School Program technical assistance grant is unable to provide the information required in the request for proposals, 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 proposals.~~

~~(8)(a) To be considered by the Oregon Department of Education, the grant proposals submitted by eligible entities must include the following information:~~

~~(A) The name of the entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, or the entities that would contribute to the success of the Oregon Farm-to-School Grant Program, which will receive technical assistance, training, or resources;~~

~~(B) The name of the person who will serve as the grant applicant's primary contact regarding the grant proposal and that person's contact information, including the primary contact's email address and telephone number;~~

~~(C) The name of the organizations with which the grant applicant has partnered, or is intending to partner, for the purpose of providing technical assistance, training, or resources;~~

~~(D) The name and contact information of the persons who will serve as the partner organizations' primary contacts regarding the grant proposal and the technical assistance, training, or resources the grant applicant and its partner organizations intend to provide;~~

~~(E) A description of the technical assistance, training, or resources the grant applicant proposes to provide;~~

~~(F) An explanation of how the technical assistance, training, or resources will benefit those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program;~~

~~(G) An estimate of the costs associated with providing the proposed technical assistance, training, or resources; and~~

~~(H) An analysis of the proposed technical assistance, training, or resources, and the proposed means of delivering them, using the Oregon Equity Lens, OAR 581-017-0010 (Equity Lens).~~

~~(b) Additional information may be required and additional criteria may be identified in the applicable request for proposal and guidelines published by the department.~~

~~(9) Grant applicants' proposals will be reviewed for completeness and how well they address the evaluation criteria adopted by the Oregon Department of Education.~~

~~(10) The Oregon Department of Education shall allocate funds for competitive Oregon Farm-to-School Program technical assistance grants.~~

~~(11) Competitive Oregon Farm-to-School Program technical assistance grants will be awarded to those eligible entities whose grant proposals are judged by the department as best addressing the applicable evaluation criteria.~~

~~(12) The Oregon Department of Education will notify the eligible entities selected for a proposed competitive technical assistance grant award by either mail or email. Within two weeks of receiving notice, the entity must notify the department whether it accepts the award.~~

~~(13) The Oregon Department of Education will award competitive Oregon Farm-to-School Program technical assistance grants for the biennium beginning on July 1, 2019, and ending on June 30, 2021. If funding is available, additional competitive grants will be awarded in subsequent biennia.~~

~~(14) The amount of any competitive Oregon Farm to School Program technical assistance grants awarded by the department on or after July 1, 2019, for the biennium beginning on July 1, 2019, will be at least $5,000.00.~~

~~(15)(a) The recipient of a competitive Oregon Farm-to-School Program technical assistance grants that was awarded by the department on or after July 1, 2019, for the biennium beginning on July 1, 2019, may reserve up to twenty percent of the total amount awarded for all indirect costs incurred providing the technical assistance, training, or resources for which a grant was awarded.~~

~~(16) Grant funds awarded for use in one biennium may not be carried over to the following biennium, and will revert to the department at the end of the biennium, unless otherwise determined by the department.~~

~~(17) Recipients of a competitive Oregon Farm-to-School Program technical assistance grants:~~

~~(a) Must deposit the grant funds they receive in an account that is separate from their nonprofit food service account, if they have one, or assign those funds a separate account or index number.~~

~~(b) May only use their grant awards for the purpose of providing the technical assistance, training, or resources it proposed to offer.~~

~~(c) Comply with all applicable federal, state, and local procurement laws and procedures when purchasing equipment with grant dollars.~~

~~(18) The department may reallocate competitive Oregon Farm-to-School Program technical assistance grant funds to other eligible entities if competitive technical assistance grant funds either remain after awards are made or become unobligated, or if a grant recipient does not spend all of its grant award during the biennium in which the award was made.~~

~~(19) The department, at its sole discretion, may disburse up to twenty-five percent of a grant recipient's award in advance if the recipient can first demonstrate a compelling need.~~

~~(20)(a) The Oregon Department of Education shall publish performance measures for recipients of a competitive Oregon Farm to School Program technical assistance grant in the request for proposals solicitation forms 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.~~

~~(21)(a) If a grant recipient does not comply with this section, or the terms included in the request for proposals solicitation published by the Oregon Department of Education, then the department may take appropriate action, including wholly or partially terminating or suspending the recipient's grant award, disallowing some or all unallowable or noncompliant costs, or recovering grant funds spent on unallowable or noncompliant costs.~~

~~(b) If the department takes action to address a grant recipient's noncompliance with this section, or the terms included in the department's request for proposals solicitation, then the grant recipient may appeal the department's decision as provided in OAR 581-001-0005 (Model Rules of Procedure).~~

Oregon State Board of Education
September 21, 2023
AGENDA ITEM: 7.B.

SUBJECT: Early Intervention/Early Childhood Special Education (EI/ECSE) Standards: OAR 581-015-2900 (EI/ECSE Personnel Standards) OAR 581-015-2905 (Authorization of Early Childhood Specialist) OAR 581-015-2910 (Authorization of Early Childhood Supervisor) **STAFF NAME & OFFICE**: Holly Reed Schindler and Tenneal Wetherell, Office of Enhancing Student Opportunities ODE is adopting the national Division for Early Childhood (DEC) EI/ECSE Standards. We are proposing to update language in the EI/ECSE Personnel Standards and Authorization OARs to align with language in the DEC Standards. The revisions would be minor, updating the word "competencies" to "standards" and DEC standard area titles for Authorization OARs. ☐ 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?
        i. The EI/ECSE Personnel Standard's OAR defines the requirements that must be met in Oregon to be employed and work as an EI/ECSE Supervisor, EI/ECSE Specialist, EI/ECSE Related Service Personnel and EI/ECSE Assistant.
        ii. The Authorization OARs were created in 1997 to offer an alternative licensure pathway to Teachers Standards and Practices Commission (TSPC) due to increasing EI/ECSE staff shortages in rural areas of the state.
        iii. We are requesting approval from the SBE to adopt the national Division of Early Childhood (DEC) EI/ECSE Specialist Standards and the national Council for Exceptional Children (CEC) Administrator standards in place of our current Oregon EI/ECSE Specialist and Supervisor standards. Minor changes in OAR language are also being proposed to align with the adoption of the new DEC and CEC Standards.
    b. What is the current requirement in rule or statute?
        i. The requirements would not change, only the language in updating "competencies" to "standards" and the DEC and CEC standard area titles for the Authorization OARs

2. Purpose
    a. What function does the current rule hold?
        i. The EI/ECSE Personnel Standard's OAR defines the requirements that must be met in Oregon to be employed and work as an EI/ECSE Supervisor, EI/ECSE Specialist, EI/ECSE Related Service Personnel and EI/ECSE Assistant.
        ii. The Authorization OARs offers an alternative licensure pathway to Teachers Standards and Practices Commission (TSPC) for EI/ECSE Specialist and EI/ECSE Supervisors.
    b. How long has the rule been in place?
        i. EI/ECSE Personnel Standard OAR was originally effective in 1992.
        ii. EI/ECSE Authorization OARs were originally effective in 1997.
3. Does the board have any areas of discretion or is this strictly mirroring statute?
        i. Statutes are not changing. We are requesting adoption of the national standands from DEC and CEC and updating minor language to align with the standard adoption.
4. Stakeholder voice/input (individual and collective i.e., groups)
    a. Who was involved in bringing this to the Board?
        i. ODE Assistant Superintendent of Office of Enhancing Student Opportunities, ODE EI/ECSE Director and ODE EI/ECSE Specialists
    b. What did engagement in this process entail?
        i. ODE offered six feedback sessions over zoom to various partners; EI/ECSE Contractors & Supervisors; Regional Inclusive Services; Related Services; State Interagency Coordinating Council; ODE Office of Equity, Diversity and Inclusion; EHDI; TSPC; EI/ECSE Higher Education; ELD, Home Vising Programs (OHA); Early Learning System Initiative; ORIMH; Head Start/Community Partners; Families and Parents (FACT Oregon).
        ii. ODE sent written feedback surveys to our EI/ECSE contractors, subcontractors and supervisors; EI/ECSE higher education faculty; Early Learning HUBS; anyone who indicated they wanted to provide written feedback instead of attending a feedback session
        iii. We also held an expert review of the Administrator standards (including a crosswalk with TSPC Administrator Standards) by a former director of Educational Administration program
        iv. We presented to the RAC on September 7th, 2023 and are no longer requesting to change the word "Supervisor" to "Administrator" based on their feedback regarding possible confusion with TSPC Administrator licenses.
    c. Who may be affected by this?
        i. EI/ECSE specialists and administrators and EI/ECSE programs.
    d. Whose voice is missing potentially?
        i. It was important to ODE to include a wide range of stakeholders and partners and also voices from historically underrepresented communities in feedback sessions and surveys.
    e. What additional information does the Board need prior to moving forward?
        i. The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for

children with disabilities. The Division for Early Childhood (DEC) is one of seventeen divisions of CEC that specifically promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (age 0-8) who have developmental delays and other special needs and their families.

ii. DEC Created a new set of EI/ECSE Personnel Standards, which represent the first standards to focus specifically on the preparation of professionals who work with young children with disabilities and their families. The standards were finalized in 2020. In order to develop the Standards, DEC convened a Standard's Development Task Force. Fifteen nationally recognized experts in the field representing fifteen different universities across the United States partnered to help create the new standards. This task force analyzed various established research with continued input and feedback from the field. So, these national standards have been vetted and represent current best practice for EI/ECSE professionals.

iii. The national CEC Administrator standards were developed in 2022 specifically to prepare administrators to serve in special education roles. In 1922, the founders of CEC identified the establishment of professional standards as one of the primary aims of the organization. They have been a leader among education associations in the development of Ethical Principles, Preparation Standards, and Resources for using the Standards.

iv. ODE, as part of their Comprehensive System of Personnel Development (which is a federal requirement for all states), reviews and updates Oregon's standards every 5 years to make sure we are aligning with the most up to date national standards. Many of our trainings and resources we offer to our Oregon EI/ECSE programs are from DEC and CEC, so it made sense to align with the new DEC Specialist and CEC Administrator Personnel Standards.

v. Also, with this most recent update, it was a goal of ours to use an equity lens and include standards that focused on inclusion and cultural responsiveness. In DEC's and CEC's design of their standards, they included all of these focal points.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before?
    a. This item was first read before the Board at their September 21 meeting.

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
September 21, 2023
AGENDA ITEM: 7.B.

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. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
    ODE invited stakeholders, early childhood partners, families, and others potentially affected by this rule to four feedback sessions and also offered written feedback through surveys.

    b. Who are the historically underserved groups affected?
    All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's competencies with the DEC and CEC Standards. The quality of the alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.

    c. If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board, has there been engagement or collaboration with tribes in this rule change or policy decision?
        i. There are no tribal implications, but tribal community members were invited to participate in feedback sessions and through written feedback.

    d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?
        i. National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the DEC and CEC Standards. The alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.

2. Negative/Positive Effects
    a. What is the impact on the population most affected by this rule that the board should consider? All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the national DEC and CEC Standards. The alternative licensure pathway of Authorization will be enhanced, further

promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.

b. What is the impact on eliminating the opportunity or achievement gap? National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. Oregon's EI/ECSE standards will be enhanced for EI/ECSE specialists and supervisors, therefore improving the quality, knowledge, and skills for professional development planning and those applying for authorization. This should have a positive impact on minimizing the achievement gap.
c. Have all the potential unintended consequences been considered? Yes
d. Does this rule advance the 40/40/20 goals? No. You must already have a BA or MA in early childhood, special education, or a related field to apply for EI/ECSE Authorization or to work as an EI/ECSE Specialist or Administrator with TSPC licensure.

3. What are the barriers to more equitable outcomes:
   National DEC standards focus on equity, cultural responsiveness and inclusion. While all EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the DEC and CEC Standards, the changes proposed to the OARs are minor language changes and would not have a specific impact on barriers to more equitable outcomes.

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. Will historically underserved populations be impacted by this docket item?
   All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the national DEC and CEC Standards. The alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.

2. Examine the potential 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:
   National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. All EI/ECSE staff in Oregon (administrators, teachers, and assistants) each year create improvement goals as part of their Professional development plans and according to our Personnel Standard's OAR, these plans must be based on the state EI/ECSE standards. Applicants for ODE Authorization must also show their mastery and knowledge of the state EI/ECSE Standards. We will also be updating the application and documents for Authorization to align with the DEC and CEC standard's adoption.

Authorization supports staff recruitment and retention efforts across the state as an alternative to TSPC licensure for specialists and supervisors. The ODE Authorization was developed in 1998 as a way to provide support for staff shortages in rural areas. With the pandemic and the nation wide shortage in EI/ECSE providers, Authorization has been a great help to our state. We are seeing more diversity in our workforce, as well as an increase in Authorizations from tribal communities and educational assistants who are bi-lingual and have been in the EI/ECSE classroom for several years. There is no additional higher education needed, as long as you hold a Bachelors in early childhood, special education or a related field. To apply for Authorization and renewal is free – which is a more affordable and convenient option for working staff.

3. Explain how the rule change, policy, or action works toward the elimination of either (one or both) – achievement or opportunity gap:
   National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. Oregon's EI/ECSE standards will be enhanced for EI/ECSE specialists and supervisors, therefore improving the quality, knowledge, and skills for professional development planning and those applying for authorization. This should have a positive impact on minimizing the achievement gap.

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:
There are no fiscal impacts

EFFECT OF A "YES" OR "NO" VOTE

Explain the consequences of a Board approving or not approving the staff recommendation.

If the Board adopts the DEC and CEC standards, the quality of the Oregon EI/ECSE Personnel Standards will be enhanced to include nationally vetted standards, focusing on equity, cultural responsiveness and inclusion. If we do not align the OAR language with the national standards, it would be confusing to the EI/ECSE professionals in the state, since we will be using this language in trainings and for professional development planning and also add to inconsistency in language across the state.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1: Proposed revisions for OAR 581-015-2900 OAR EI/ECSE Personnel Standards

Attachment 2: Proposed revisions for OAR 581-015-2905 OAR Authorization of Early Childhood Specialist

Oregon State Board of Education
September 21, 2023
AGENDA ITEM: 7.B.

Attachment 3: Proposed revisions for OAR 581-015-2910 OAR Authorization of Early Childhood Supervisor

Attachment 4: Link to DEC EI/ECSE Standards (2020) | DEC

Attachment 5: Link to CEC Administrator of Special Education Standards (2022) CEC

Attachment 6: EI/ECSE Standard's Manual (if approved):
https://drive.google.com/file/d/1F03Qh25rw7tTu1eULLOYTFXsnGo-ecc8/view?usp=drive_link

Division 15
SPECIAL EDUCATION

581-015-2905
Authorization of Early Childhood Specialist

(1) This rule establishes an alternative to Teacher Standards and Practices Commission (TSPC) licensure or endorsements for individuals to serve as Early Childhood Specialists for Programs. Individuals with TSPC issued endorsements in EI/ECSE or a related field are not covered by sections (4)-(12).

(2) Responsibilities of the Early Childhood Specialist may include but are not limited to:

(a) Coordination of EI/ECSE services to children and their families;

(b) Assessment of children in EI/ECSE programs;

(c) Development and implementation of IFSP;

(d) Development and implementation of data collection systems;

(e) Provision of consultation and support, as necessary, to families and staff;

(f) Training of EI/ECSE assistants;

(g) Compliance with procedural safeguards; and

(h) Provision of specialized instruction.

(3) Early Childhood Specialists must possess a minimum of a bachelor degree in early childhood education, special education or a related field.

(4) Individuals without a TSPC endorsement in EI/ECSE or a related field must successfully demonstrate competency at the specialist level in the following areas, which are described in the document, "Standards ~~Competencies~~ for Professionals Working in EI/ECSE in Oregon":

(a) Child Development and Early Learning ~~Typical/Atypical Childhood Development~~;

(b) Partnering with Families ~~Assessment~~;

(c) Collaboration and Teaming ~~Family~~;

(d) Assessment Processes ~~Service Delivery~~;

(e) Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience ~~Program Management~~;

(f) Using Responsive and Reciprocal Interactions, Interventions, and Instruction ~~Service Coordination~~;

(g) Professional and Ethical Practice ~~Research; and~~

~~(h) Professional Development Values/Ethics.~~

(5) Candidates for the Early Childhood Specialist authorization must complete an application and portfolio that documents their mastery level of each component within the standard ~~competency~~ areas listed in section (4) of this rule.

(6) The candidate must submit the application and portfolio to the Oregon Department of Education for review. Specialist employed on or after October 1, 1998, must complete the authorization within 12 months of employment. The Office of Special Education will convene a panel at least two times per year to review the candidate's portfolio. The panel will consist of a minimum of three professionals representing the Oregon Department of Education, higher education, and EI/ECSE service providers. The panel will recommend approval or non-approval of the Early Childhood Specialist authorization for the candidate to the State Superintendent of Public Instruction.

(7) The Superintendent will approve or deny the candidate's application considering the recommendation of the panel:

(a) Each approved candidate will receive authorization from the Department as an Early Childhood Specialist;

(b) Each nonapproved candidate will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(8) If a candidate is unable to complete the authorization process within a 12-month period, the EI/ECSE contractor may request a waiver from the Oregon Department of Education for up to one year to allow for the candidate's completion of the authorization process.

(9) Initial authorization is valid for a period of three years. Subsequent authorization is valid for a period of five years.

(10) Applicant renewal of the Early Childhood Specialist authorization must include the following:

(a) For initial renewal, a minimum of two years experience between issuance of initial authorization and renewal application;

(b) For subsequent renewal, a minimum of three years experience between previous renewal and current application.

(c) Written verification by the applicant's supervisor documenting:

(A) Completion of a minimum of 75 Professional Development Units for initial reauthorization or a minimum of 125 Professional Development Units for subsequent reauthorization;

(B) Completion of a Professional Development Plan developed with the applicant's supervisor; and

(C) Development of a new Professional Development Plan developed with the applicant's supervisor.

(11) The Department will deny or revoke authorization of an Early Childhood Specialist under any of the following conditions:

(a) The individual has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number; or

(b) The individual has made a false statement as to the conviction of a crime.

(12) The Department may deny or revoke authorization for an Early Childhood Specialist if the individual is charged with a breach of professional responsibilities, which is verified by his/her immediate supervisor.

(13) Individual whose authorization has been revoked will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(14) All specialists employed by EI/ECSE contractors or subcontractors must have a professional development plan based on the content of the EI/ECSE standards ~~Competencies~~ as listed in section (4) of this rule.

(15) A temporary waiver may be requested by the EI/ECSE contractor when an emergency arises due to a misassignment or unsuccessful recruitment efforts. The request for the waiver must be submitted to the Oregon Department of Education and must include:

(a) Documentation of efforts to employ personnel who meet the required standards ~~competencies~~;

(b) The name, position, and qualifications of the employed personnel;

(c) A copy of the professional development plan as described in section (13) of this rule; and

(d) Assurances that the plan will be implemented.

Statutory/Other Authority: ORS 343.055 & 343.475
Statutes/Other Implemented: ORS 343.055 & 343.475
History:
Renumbered from 581-015-1105, ODE 10-2007, f. & cert. ef. 4-25-07
ODE 8-2003, f. 6-9-03, cert. ef. 6-10-03
ODE 24-2000, f. & cert. ef. 10-16-00
EB 15-1997, f. & cert. ef. 12-29-97

Chapter 581

OAR 581-015-2910
Authorization of Early Childhood Supervisor

(1) This rule establishes an alternative to a Teacher Standards and Practices Commission (TSPC) administrative license for individuals to serve as Early Childhood Supervisors for Programs. Individuals with a TSPC issued administrative license and who hold a masters degree in early childhood education, special education or a related field with three years of experience working with infants, toddlers, young children and families are not covered by sections (4) through (12) of this rule.

(2) Responsibilities of the Early Childhood Supervisor may include but are not limited to:

(a) Oversight of EI/ECSE services;

(b) Supervision and training of personnel in EI/ECSE programs;

(c) Serving as administrative representative at IFSP meetings;

(d) Facilitating meetings with personnel and families; and

(e) Facilitating interagency collaboration.

(3) Early Childhood Supervisors must possess a minimum of a master's degree in early childhood education, special education or a related field.

(4) Individuals without a TSPC administrative license must successfully demonstrate competency at the supervisor level in the following areas, which are described in the document, "Standards ~~Competencies~~ for Professionals Working in EI/ECSE in Oregon":

(a) Vision, Mission, & Direction Setting ~~Typical/Atypical Childhood Development;~~

(b) Implementation of Policy, Legal, & Ethical Practices for Special Education Programs & Services ~~Assessment~~;

(c) Organizational Leadership & Management for Special Education ~~Family~~;

(d) Program Oversight, Improvement, & Instructional Leadership for Special Education ~~Service Delivery~~;

(e) Human & Fiscal Resource Management of Special Education Programs & Services ~~Program Management;~~

(f) Collaboration & Communication with Special Education Stakeholders ~~Service Coordination~~;

(g) Equity & Cultural Responsiveness ~~Research~~;

~~(h) Professional Development Values/Ethics.~~

(5) Candidates for the Early Childhood supervisor authorization must complete an application and portfolio that documents their mastery level of each component within the standard ~~competency~~ areas listed in section (4) of this rule.

(6) The candidate must submit the application and portfolio to the Oregon Department of Education for review. Supervisors employed on or after October 1, 1998, must complete the authorization within 12 months of employment. The Office of Special Education will convene a panel at least two times per year to review candidate portfolios. The panel will consist of a minimum of three professionals representing the Oregon Department of Education, higher education, and EI/ECSE service providers. The panel will recommend approval or non-approval of the Early Childhood Supervisor authorization for the candidate to the State Superintendent of Public Instruction.

(7) The Superintendent will approve or deny the candidate's application considering the recommendation of the panel:

(a) Each approved candidate will receive authorization from the Department as an Early Childhood Supervisor;

(b) Each non-approved candidate will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(8) Initial authorization is valid for a period of three years. Subsequent authorization is valid for a period of five years.

(9) Applicants renewal of the Early Childhood Supervisor authorization must include the following:

(a) For initial renewal, a minimum of two years experience between issuance of initial authorization and renewal application;

(b) For subsequent renewal, a minimum of three years experience between previous renewal and current application.

(c) Written verification by the applicant's supervisor documenting:

(A) Completion of a minimum of 75 Professional Development Units for initial reauthorization or a minimum of 125 Professional Development Units for subsequent reauthorization;

(B) Completion of a Professional Development Plan developed with the applicant's supervisor; and

(C) Development of a new Professional Development Plan developed with the applicant's supervisor.

(10) The Department will deny or revoke authorization of an Early Childhood Supervisor under any of the following conditions:

(a) The individual has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number; or

(b) The individual has made a false statement as to the conviction of a crime.

(11) The Department may deny or revoke authorization for an Early Childhood Supervisor if the individual is charged with a breach of professional responsibilities, which is verified by his/her immediate supervisor.

(12) Individuals whose authorization has been revoked will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(13) All supervisors employed by EI/ECSE contractors or subcontractors must have a professional plan based on the content of the EI/ECSE standards ~~competencies~~ as listed in section (4) of this rule.

(14) A temporary waiver may be requested by the EI/ECSE contractor when an emergency arises due to a misassignment or unsuccessful recruitment efforts. The request for the waiver must be submitted to the Oregon Department of Education and must include:

(a) Documentation of efforts to employ personnel who meet the required competencies;

(b) The name, position, and qualifications of the employed personnel;

(c) A copy of the professional development plan as described in section (13) of this rule; and

(d) Assurances that the plan will be implemented.

Statutory/Other Authority: ORS 343.055 & 343.475
Statutes/Other Implemented: ORS 343.055 & 343.475
History:
Renumbered from 581-015-1106, ODE 10-2007, f. & cert. ef. 4-25-07
ODE 14-2003, f. & cert. ef. 8-14-03
ODE 8-2003, f. 6-9-03, cert. ef. 6-10-03
ODE 24-2000, f. & cert. ef. 10-16-00
EB 15-1997, f. & cert. ef. 12-29-97

Chapter 581

Division 15
SPECIAL EDUCATION

581-015-2900
Personnel Standards

(1) Personnel employed to provide EI or ECSE services include:

(a) Supervisors;

(b) EI and ECSE specialists;

(c) Related services personnel; and

(d) EI and ECSE assistants.

(2) Supervisors must meet the following criteria:

(a) Possess a minimum of a masters degree in early childhood, special education or a related field, and have three years experience with infants, toddlers, young children, and families.

(b) Hold a TSPC administrative endorsement or, within 12 months of employment, complete authorization as an Early Childhood Supervisor under OAR 581-015-2910; and

(c) Have a professional development plan based on the content of the EI/ECSE standards ~~competencies~~.

(3) EI and ECSE specialists must meet the following criteria:

(a) Possess a minimum of a baccalaureate degree in early childhood, special education or a related field;

(b) Have a professional development plan based on the content of the EI/ECSE standards ~~competencies~~; and

(c) Hold one of the following credentials:

(A) TSPC licensure or endorsement in EI/ECSE;

(B) TSPC licensure or endorsement in related field; or

(C) Within 12 months of employment, authorization as an Early Childhood Specialist under OAR 581-015-2905.

(4) Related services personnel must possess a minimum of a baccalaureate degree and a valid license necessary to practice in Oregon. Related services personnel who also provide service coordination as outlined in OAR 581-015-2840 must have:

(a) TSPC licensure in their area of discipline; or

(b) State licensure in their area of discipline; and

(c) A professional development plan based on the content of the EI/ECSE standards ~~competencies~~.

(5) EI and ECSE assistants must be at least 18 years old, have a high school diploma or equivalent, experience working with young children. EI/ECSE assistants must have a professional development plan based on the content of the EI/ECSE standards ~~competencies~~.

Statutory/Other Authority: ORS 343.055 & 343.475
Statutes/Other Implemented: ORS 343.055 & 343.475
History:
Renumbered from 581-015-1100, ODE 10-2007, f. & cert. ef. 4-25-07
ODE 2-2003, f. & cert. ef. 3-10-03
ODE 24-2000, f. & cert. ef. 10-16-00
EB 10-1997, f. & cert. ef. 6-26-97
EB 23-1992, f. & cert. ef. 6-23-92

Created by EN 2-18-2023

OAR 581-022-XXXX Menstrual Dignity for Students

All public school districts and charter schools must comply with the requirements imposed upon education providers in ORS 329.545, OAR 581-021-0590, and OAR 581-021-0593.

Statutory/Other Authority: ORS 326.545
Statutes/Other Implemented: ORS 326.545

Oregon State Board of Education
September 21, 2023
AGENDA ITEM: 3.B.

SUBJECT: Menstrual Dignity Division 22 OAR (581-022-2515) **STAFF NAME & OFFICE**: Emily Nazarov, Office of the Director; Sasha Grenier and Susan Payne, OTLA This would be a new rule in Division 22 that requires school districts and charter schools to comply with OAR 581-021-0590 Menstrual Dignity for Students: Requirements and OAR 581-021-0593 Menstrual Dignity for Students: Education. ☒ New Rule ☐ Amend Existing Rule ☐ Repeal Rule	☐ **First read** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☒ **Presentation** ☐ **No Presentation**

BACKGROUND

The Menstrual Dignity Act (HB 3294, 2021) is an important piece of legislation that went into effect for the 2021-22 school year, with full phase-in completed by the 2022-23 school year. The Act created the requirement for school districts to provide free menstrual products for all menstruating students in public schools in Oregon, including elementary, middle, and high school students. This new program helps students participate actively in classes and school activities by alleviating some of the economic strain and experiences of shame that are often barriers for menstruating students accessing their education.

Permanent rules (OAR 581-021-0587 through 581-021-0596) were adopted by the State Board of Education in March 2022. These rules are in Chapter 581, Division 21, School Governance and Student Conduct. While districts are required to comply with the rules, ODE does not have enforcement authority. That means that if a student, parent, or community member made a complaint that the district was not complying with the requirements of OAR 581-021-0590 to install dispensers in every bathroom, the complainant would not be able to appeal the district's decision to ODE.

ORS 327.103 provides ODE the authority to enforce rules within Chapter 581, Division 22, State Standards for Public Elementary and Secondary Schools; the Department monitors compliance through both the assurances process and the complaints and appeals process. The State Board of Education has the discretion to establish state standards for public schools and therefore to determine which rules are part of Division 22.

ODE has received few public comments on the proposed connection to Division 22, and those comments have been mixed. While ODE has been hearing from community members expressing concern about the accountability measures lacking when the rules live within Division 21, ODE has also heard from school leaders expressing concern about the shift. These comments were provided to the board in the docket submitted before the June 2023 meeting.

Additional comments received since the June meeting include:

"[the rule is] going in the right direction. It has been in a place for the last couple years that could better benefit everyone. One of the things that I don't really understand but probably know, and I'm not sure if a survey is done. Menstrual supplies have been put in the boy's bathroom. I am wondering how many students access those, use those as opposed to a gender-neutral bathroom, or parent or family bathroom. I am wondering how much money we are losing for not providing access in the right way." – A school board member

"Schools already provide and have provided feminine products to those in need. If the school didn't have it- then a teacher most certainly did. If there was a school that ODE knew wasn't offering this- then they should have been contacted and told to provide it. In this rule making- will you be collecting data that follows how much money is spent on the destruction that having these products in all bathrooms causes? The plumbing, the ripping the dispensers off the walls, etc? And will there be differentiation as to what bathrooms this is happening in? Because of the cost of feminine products- I have been to several schools where the products provided are the cheapest on the market- the SUPER thick, diaper like pads that only the desperate would be willing to stuff in their underwear… Compassion tells me when we force schools to provide for all- then the quality of what is there is not helpful. I have been told that IF a school puts out tampons- they are gone instantly- as in someone has stolen them… Are we missing the mark here? Is our drive to make sure some sort of product- whether good or bad is in every bathroom- making a statement or providing for a need?? When something is mandated, it breeds waste, discontent, and rebellion. When you offer up a grant- optional, with flexibility, yet the intent is there- provide products for those who don't have them- it allows for schools to be purposeful in their program. They are able to actual address the true issues- give those who need what is needed. This should not be in rules. " – Oregon State Representative

"My understanding is that every bathroom in public schools should have menstrual products available by last year. Some schools and school leaders in my community are intentionally resisting these rules, and if there is an appropriate place within ODE to flag schools (like my children's) who refuse to be compliant with the law, I'd like to address my concerns." – Oregon parent

SUMMARY OF PREVIOUS BOARD ACTION

The State Board voted to pass the Menstrual Dignity for Students temporary rules on September 16, 2021. Permanent rules (OAR 581-021-0587 through 581-021-0596) were adopted by the Board on March 16, 2022. The Board held a First Reading of this item on June 15, 2023.

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 primary policy issue is to increase accountability for districts to comply with the requirements of the Menstrual Dignity Act and to signal its importance by including a standard in Division 22. This shift intends to elevate the original intention of the Act, knowing that it will serve all students equitably with a service that will help them access their education. We know that many students confront barriers related to economic strain, fear, and shame when accessing and using menstrual products and menstrual education—and this Act aims to remedy these inequities.

ODE is also aware that shifting these requirements to be under the authority of Division 22 during the final phase-in year of the Act may further disconnect some districts from the intention of the law. Some school leaders have requested more time and resources to gather community support and come into full compliance.

EQUITY IMPACT ANALYSIS

Equity, privacy, and dignity is a central component to the Menstrual Dignity Act. Students benefit when they have access to menstrual products in private spaces that do not require asking a school nurse, counselor, school staff, or other students for supplies. Furthermore, students who experience poverty, houselessness, or come from systems-impacted communities, including transgender, non-binary, intersex, and two spirit/indigiqueer students, are more likely to have unmet menstrual needs. Unfortunately, when districts fail to comply, these vulnerable student populations are those most likely to experience harm.

It is also true that some districts have struggled to provide menstrual products in all bathrooms, due to community and staff opposition. Beyond asserting compliance, districts will need more technical support, tools, and time to fully partner with ODE in the implementation of the rules.

FISCAL ANALYSIS

If the Menstrual Dignity requirements are enforceable by ODE under Division 22, there could be an increase in workload for ODE's Complaints and Appeals team.

EFFECT OF A "YES" OR "NO" VOTE

The effect of a 'yes' vote will be to include a new rule in Division 22, allowing ODE to monitor compliance with the Menstrual Dignity requirements through the assurances processes and to enforce them through the complaints and appeals process. However, this also may result in dismay among rural district school leaders, staff, and community members that feel that their voices are not heard in their attempt to comply with requirements.

The effect of a 'no' vote will be that ODE will have limited options for holding districts accountable for implementing and upholding the requirements.

STAFF RECOMMENDATION

Oregon State Board of Education
September 21, 2023

AGENDA ITEM: 3.B.

☒ Approve ☐ Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☒ other

ATTACHMENTS

Attachment 1: Menstrual Dignity for Students – OAR 581-022-XXXX

Menstrual Dignity for Students

1901

Sasha Grenier (she/her)
Sexuality Education Specialist

Emily Nazarov (she/her)
Government and Legal Affairs Manager

Susan Payne (she/her)
Division 22 Standards and Systems Specialist

Menstrual Dignity for Students Timeline

July 1, 2021
Original statute came into effect

September 16, 2021
Temporary rules adopted by the State Board of Education

March 17, 2022
Permanent rules adopted by the State Board of Education

2022-23 SY
School community members express concern about the accountability measures of the rules within Division 21

June 15, 2023
First reading for proposed Division 22 rule

October 19, 2023
Second reading for proposed Division 22 rule

1902

Why Menstrual Dignity?

Students need menstrual products in schools

- One in five students have **struggled to afford** menstrual products
- More than four in five students have either **missed class time** or know someone who did because they did not have access to menstrual products
- 80% of teens feel there is a **negative** association with periods, that they are gross or unsanitary
- Disproportionate impacts for **students of color**, **students experiencing disabilities**, and **students experiencing poverty**

1903

Lack of access to menstrual products and menstrual health education can have long-lasting and negative effects on young people, including: **emotional anxiety, traumatic experiences, as well as education setbacks and medical issues.**

Sources: *The State of the Period,* A joint paper by Thinx and PERIOD
Unmet Menstrual Hygiene Needs Among Low-Income Women, Anne Sebert Kuhlmann, PhD, MPH, et. al. American College of Obstetricians and Gynecologists, 2019

Menstrual Dignity for Students Program

Requirements snapshot

- ❑ Products and dispensers must be installed in **all student bathrooms by 2022-23**.
- ❑ **Products and dispensers** must be provided in a **safe, private, accessible, and gender-affirming** manner. Schools should plan program details, including **dispenser selection, product variety, and placement.** 1904
- ❑ **Education** must cover menstrual health as a **positive** part of being human, without shame, and that is **affirming and accessible for all students of all genders**. Instructions must be available in bathrooms.

A recap

Pillars of Menstrual Dignity

The Menstrual Dignity Act (HB 3294, 2021), the temporary OARs, and the Menstrual Dignity for Students Toolkit hold **student equity** and **menstrual dignity** at the center so that all students have the opportunity for safe, dignified self-care.

1905

Privacy

- Space
- Autonomy
- Personal safety

Inclusivity

- Cultural responsiveness
- Gender affirming

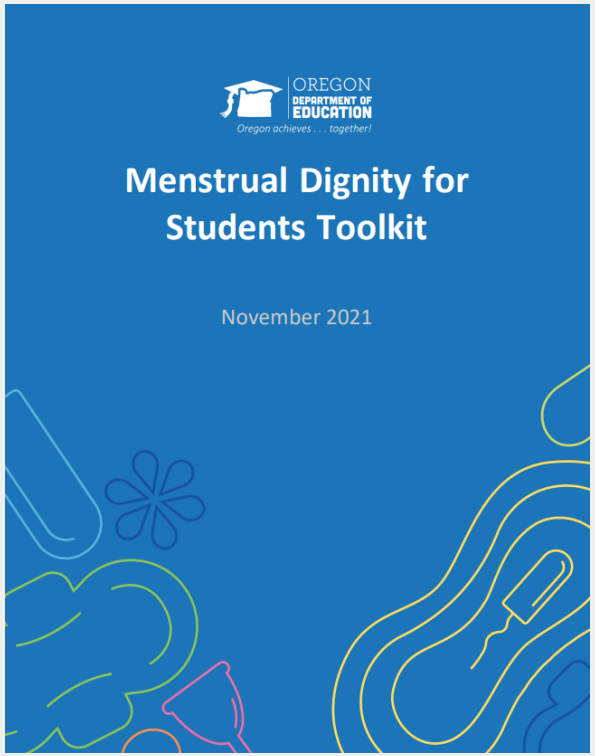
Access

- For students of all abilities & languages
- Options & choice

Education

- Menstrual health
- Instructions
- Positive and not fear- or shame- based

Menstrual Dignity for Students **Toolkit Overview**



The Menstrual Dignity Act (HB 3294, 2021) created the requirement for education providers to provide free menstrual products for all students in all public school buildings in Oregon.

What's included in the Toolkit?

I. Introduction: Menstrual Dignity
II. Oregon Administrative Rules
III. Program Requirements
IV. Education
V. Staff Engagement & Training
VI. Student & Youth Engagement
VII. Family & Community Engagement
    A. Sample Family & Community Letter
    B. Tips for Menstruation - Positive Language for Families
VIII. Funding & Reimbursement
    A. Processes, Documents, and Forms
IX. Frequently Asked Questions (FAQ)

1906

The Menstrual Dignity for Students Rule & Toolkit

.. used to help the state legislatures of Hawaii, Connecticut, and Oklahoma to visualize a proposed bill.

… has been used as a model for **California's** implementation of a similar law.

.. used to help the state legislatures of **Hawaii, Connecticut,** and **Oklahoma** to visualize a proposed bill.

Menstrual Dignity for Students Program to Receive 2023 Healthy Teen Network #StandingStrong Award

1907

In recognition of the Program's efforts to ensure all menstruating students have the opportunity for safe, dignified self-care

Healthy Teen Network

Menstrual Dignity for Students Program

Other support provided by ODE

- ✓ 2021 Menstrual Dignity Toolkit & 2022 Update
- ✓ Presentations and trainings for:
  - ❑ Coalition of Oregon School Administrators (COSA)
  - ❑ Oregon School Nurses Association (OSNA)
  - ❑ Oregon Association of School Business Officials (OASBO)
  - ❑ Oregon Youth Sexual Health Partnership (OYSHP), and others.
- ✓ Quarterly **Menstrual Dignity Newsletter**
- ✓ Ad hoc meetings and **technical assistance**
- ✓ **Grant management** support

1908

Hearing from students

We don't even have menstrual products, **teachers buy them with their own money** to put in bathrooms for students.

I wish that this school had free feminine products because some [low income families] **don't have enough** money to help their daughters with it.

At my school they just installed dispensers for both pads and tampons, the issue we have here at my specific school is that the **pads are very thick and "outdated by maybe 50 years".**

There are machines in the girls bathroom at the school that require money, specifically quarters which **very few students carry.**

I personally feel much more comfortable when I know there are period products in a bathroom. I don't stress about making sure I always have a tampon on me. **Knowing that I can be protected even when I'm not prepared is amazing**.

1909

Hearing from schools

This is wonderful having these supplies handy for our students. **Helps keep kids in school!**

It is very hard keeping the dispensers in the boys restroom in a middle school. They **keep getting ripped off the walls.**

We are making sure that our internal team knows the process for keeping dispensers stocked and **teaching students expectations for appropriate dispenser usage** - especially in our elementary and middle schools.

It feels good to **create a more inclusive environment**!

The products have been used since inception. **Having the dispensers is more than helpful** since we have used drawer storage before this.

1910

We are a small school. We have two student bathrooms plus a gender neutral bathroom for student use. We have pads and tampons in each bathroom and **remind our students** of this at the beginning of the school year.

Oregon's Menstrual Dignity Program in the News

- Oregon becomes first state in the US to require all schools provide free menstrual products, KGW
- Bend Senior HS students reach goal of improving access to menstrual products across state, KTVZ
- ODE toolkit preps Oregon schools to offer free menstrual products, KOIN
- Bend Students Lead Changes to Menstrual Product Access in State Schools, Central Oregon Daily
- Oregon's Menstrual Dignity Act, Free Menstrual Products at All Public Schools, Aunt Flo
- Social Addendum: Dispensing facts about the need for accessible periods products in all OSU restrooms, The Daily Barometer
- Period Action Day: How young people convinced Oregon to put free period products in schools, Today.com
- Youth Voices: Forest Grove students advocate for menstrual equity, Oregonian/Oregon Live

Division 22 Standards: The Big Picture

- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

  Example: **581 - 022 - 0102 Definitions**
  Ch. Div. Rule Title

1912

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.

- Compliance with these rules ensures a baseline level of service across the state.

What Makes Division 22 Standards Different?

The Oregon legislature has directed ODE to enforce Division 22 Standards under ORS 327.103.

- All districts are presumed to be in compliance until a deficiency is found.
- Once a deficiency is found, ODE works with the district to get the district back in compliance.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund money.

ODE *does* have some flexibility in the processes it uses to enforce Division 22 Standards.

1913

Division 22 Standards: Monitoring Compliance

Division 22 Assurances Process

Require school districts to certify to their local community and ODE that they are in compliance with Division 22 Standards.

SPECIFIC POINT IN TIME

1914

Includes Ongoing Coaching & Professional Learning

Assist districts in understanding and complying with the standards.

CONTINUOUS

Complaint Process

Enforce school districts to meet the standards upon the filing of an appeal.

Feedback of support for rule change

- Community needs **an avenue to voice compliance concerns**
- School districts can **increase transparency and accountability**
- **Students do not have access** to products as needed

1915

Feedback of concern for rule change

- School districts have **too many requirements**
- **Menstruation is a contentious topic**, with many communities disagreeing with the program
- **Public funding is being wasted**

1916

Menstrual Dignity for Students

OAR 581-022-XXXX Menstrual Dignity for Students

All public school districts and charter schools must comply with the requirements imposed upon education providers in ORS 329.545, OAR 581-021-0590 Menstrual Dignity for Students: Requirements, and OAR 581-021-0593 Menstrual Dignity for Students: Education.

1917

Next Steps

- If adopted today by this board, the rule will be in effect for the current 2023-24 SY.
- Districts will first report on compliance with the rule on their Division 22 Standards Assurances in November 2024.
- Districts that report out of compliance at that time will have until the beginning of the 2025-26 school year (at the latest) to complete corrective action and come into compliance.
- ODE will continue to provide technical assistance to districts.

1918

Questions?

1919

Sasha Grenier (she/her)
Sexuality Education Specialist
sasha.grenier@ode.oregon.gov

Emily Nazarov (she/her)
Government and Legal Affairs Manager
emily.nazarov@ode.oregon.gov

Susan Payne (she/her)
Division 22 Standards and Systems Specialist
susan.payne@ode.oregon.gov

Oregon State Board of Education
MEETING DATE

AGENDA ITEM: Second Read - Draft 2023 Health Education Standards

SUBJECT: Second Read K-12 Health Education Standards Revision **STAFF NAME & OFFICE**: Alexa Pearson, Suzanne Hidde and Sasha Grenier – Office of Teaching, Learning and Assessment This is the second read of the 2023 Health Education Standards. The Oregon Department of Education has spent the last year working in collaboration with a diverse group of internal and external partners, including a statewide Health Education panel, to develop the 2023 K-12 Health Education Standards with the goal of promoting comprehensive, inclusive, and culturally relevant topics that impact health and well-being. This work represents a periodic review (every 7 years) of the Health Education Standards. The last review was conducted in 2016. ☐New Rule ☐Amend Existing Rule ☐Repeal Rule	☒ **Second Reading** **Presentation** ☐**No Presentation** ☒ **Action** ☐**Temp Rule** ☒**Presentation** ☐**No Presentation**

BACKGROUND

History & Purpose:
The Oregon State Board of Education last adopted the Health Education Standards in December of 2016. The Health Education Standards Advisory Panel, educational partners, and internal ODE staff have reviewed and revised these standards as scheduled. The State Board of Education is required to review and revise "all adopted academic content standards necessary for students to successfully transition to the next phase of their education" (ORS329.045). The Oregon Department of Education asks the State Board of Education to conduct a second read of the revised Oregon Health Education Standards for consideration of a full adoption at the October 2023 meeting.

Establishment of Health Education Standards Advisory Panel
In March 2022, ODE announced the recruitment of a health education standards advisory panel via ODE educator listservs, ODE advisory groups, newsletters, and emails. Panelists reviewed and revised the standards during the summer of 2022 and throughout the 2022- 2023 school year. At the start of each panel meeting, members engaged in grounding activities to center our shared purpose for undertaking this work—to put forth relevant, equitable, inclusive, accessible, rigorous standards, and to challenge inadvertent contributions to systemic barriers and inequities in health education. The Health Panel grounded their work in the ODE Equity Stance, the National Health Education and National Sexuality Education Standards, and the 2016 adopted Health Education Standards, to make revisions to the Oregon standards based on collective input.

The advisory panel members engaged virtually in monthly three-hour meetings in July, August, October, and December. In between those meetings, grade band specific groups met at least three times. A total of 31 educators, district administrators, university faculty, public health professionals, and community education partners participated on the health education standard advisory panel. The panel had 13% of

the members self-identify as a person of color and 29% self-identified as being part of the LGBTQ2SIA+ community. In total, over half of the health education standards advisory panel consisted of K-12 classroom educators in Oregon. The panel also represented most regions of the state as well as varying sized school districts.

The ODE Health Education team consulted with staff from the Office of Enhancing Student Opportunities, Office of Equity, Diversity & Inclusion, Office of Indian Education, the Office of Teaching, Learning, and Assessment, and the Director's Office in the development and review of the 2023 Standards.

Over the past year, ODE also consulted with other state agencies such the Oregon Health Authority and the Oregon Department of Human Services and with experts in the fields of oral health, organ and tissue donation, mental health, substance use/abuse, nutrition, eating disorders/disordered eating, transformative social-emotional learning, sexual health, and violence/abuse prevention for input on the draft standards.

SUMMARY OF PREVIOUS BOARD ACTION

The Oregon State Board of Education previously adopted Oregon K-12 Health Education Standards in December 2016. The first read of the 2023 Draft Health Education Standards was presented to the Board at the September 2023 meeting.
Public comment was received during, and after the September meeting and ODE has taken it into consideration alongside the public comments received during the engagement process. Responses are listed below. ODE is here to present the second read presentation of the Draft 2023 Health Education Standards.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☐ N/A; second read
☐ No; same as last month
X Yes – As follows:

The Oregon Department of Education presented the Draft Health Education Standards and outlined the changes made in response to public feedback during the first read at the State Board of Education's September meeting. This is the second read on the Draft 2023 Health Education Standards.

During the September 2023 State Board meeting, a community member provided verbal and written comments with concerns around the age-appropriateness of sexuality education standards. Based on the age and development of learners, sexuality education addresses relevant topics when it is most timely for their health and well-being, as informed by Oregon student health data and researched practices in health promotion. Oregon standards are grade specific and reflect the most current research, as well as the National Health Education and National Sexuality Education Standards. Oregon Laws and education standards do require that all content is age appropriate. The Standards are aligned with recommendations from the American Medical Association, the American Academy of Pediatrics, the American College of Obstetricians and Gynecologists, the American Public Health Association, the

Centers for Disease Control and Prevention's Division of Adolescent Health, and data from peer-reviewed research studies.

Since the State Board meeting, ODE received one additional concern around the use of the term "trusted adults" within the standards, which was seen as exclusive of parents. The term is used because it is more inclusive as not all students have parents. The term trusted adults is also used for simplicity within the standards, and will be defined in a glossary document to explicitly include parents, family members, guardians, trusted community members, etc. The standards assist students to identify adults that they can turn to for questions and support for their physical, social, emotional, and mental health.

ODE and the State Board also received several comments in the last month that were overwhelmingly affirmative of the standards as written, including a letter of support from the Oregon Health Authority.

ODE made the following edits, based on public and partner feedback:

Health Standard Revision (underlined portions are new)	**Reason for Change**
1.SUB.2 List family, cultural, and school values and rules about medicine use.	Moved from grade 2 to grade 1.
6.SRH.2 Define sexual intercourse.	Simplified to reflect the 2016 version.
6.GD.4 Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care.	Responded to public feedback to include instruction on the range of menstrual products and menstrual pain.
7.SUB.3 Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs.	Added legal requirement to include anabolic steroids.
HS.SRH.13 Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.	Responded to public feedback to include instruction on the range of menstrual products and menstrual pain.

Oregon State Board of Education
MEETING DATE

AGENDA ITEM: Second Read - Draft 2023 Health Education Standards

POLICY ISSUE OR CONCERNS

The draft 2023 Health Education Standards reflect updated national education standards, research on best practices in health education, newly passed Oregon laws, and adolescent health data from the Oregon Student Health Survey. In response to feedback, these standards were also made more concise and more readily accessible for schools and educators to use. New and expanded health topics include: oral health, organ and tissue donation, violence and trafficking prevention, synthetic opioid overdose prevention and response, how to access sexual and reproductive healthcare, and eating disorder prevention.

The draft Health Education Standards are also driven and supported by ten specific statutes and rules passed by the Oregon Legislature and State Board of Education that describe what Health Education must cover in K-12 public education (see Appendix B of the 2023 Draft Health Education Standards document for a full list).

In August 2023, ODE launched a public comment survey on the draft 2023 Health Education Standards and received 550 unduplicated responses. The majority of feedback received centered around objections to inclusion of gender identity and gender expression, and to objections of teaching comprehensive sexuality education.

Major Concerns:

- Discussions of gender, gender expression, and gender identity and affirming healthcare.
- Introduction of menstrual health, menstrual products, and menstruation in elementary.
- Sexuality education topics, including sexual behaviors.
- Child abuse prevention topics, including anatomy.
- ODE's Transformative Social Emotional Learning (TSEL) standards.
- Power and privilege impacts on violence and relationships.

Specific Comments Related to Concerns about the Standards:

"Sexuality, gender, and menstruation are deeply personal topics in our community. Families view these topics as overstepping our educational bounds. ODE including topics such as these at the K-5 level creates a political controversy that public schools are forced to navigate."

"I am concerned about some of the information that to me seems developmentally inappropriate. Teaching kindergartners and first graders, for example, about menstruation and menstrual products is beyond their 'need to know.'"

"I love the idea of having students understand how policies can impact an individual's health, however I do not see the point of including historical reference. Some of the standards are more a public health and social conditions focus that can divert from current content we cover. If there was more time to teach the current standards, I would love to see those integrated, however we struggle as it is to meet them."

Areas Named as Strengths:

Elementary School Level Strengths

- Food, Nutrition, and Physical Activity and Safety (FNP) and First Aid Topics (SFA) topic areas
- Health promotion, substance use, and social, emotional, and mental health focus
- Well organized with a clear progression
- Comprehensive breadth of standards while reduced in number
- Developmentally/age appropriate
- Medically accurate anatomy/terminology and focus on violence/abuse prevention

Middle School Level Strengths

- Food, Nutrition, and Physical Activity and Safety (FNP) and First Aid Topics (SFA) topic areas
- Health promotion, substance use, and social, emotional, and mental health focus
- Comprehensive sexual/reproductive health
- Focus on violence prevention, consent, and inclusivity
- Organized, focused, and fewer standards

High School Level Strengths

- Inclusive and comprehensive
- Focus on comprehensive sexual and reproductive health, substance use prevention, nutrition, and mental health
- Developmentally/age appropriate
- Well organized

Specific Comments Related to Strengths of the Standards:

“Reduced number of performance indicators/skills to target each year, MUCH easier to "translate" into units of study, clearer numbering system, better distribution of DOK levels, better building of concepts/skills over grade levels, integration of TSEL, updated language in areas related to nutrition, substance use, healthy relationships/sexuality, for example... etc.”

“I really appreciate how holistic they are. They don't feel like they're isolating a handful of topics, but rather promoting overall health for young people and building a foundation for the later grades to come. As a parent who's kid will be starting with these in Kindergarten in a few years - I feel excited and appreciative that this is what they would be getting!”

“I think all of the standards are thorough and build upon themselves at every level, which I highly appreciate. I like that at the K-5 level, violence prevention included more than just encouraging kids to speak up about abuse but involved true primary prevention.”

“More comprehensive sexual health standards in 4th and 5th grade. This is great. Too many 6th graders are coming to middle school with no prior knowledge”.

First Read Revisions Made to Draft Standards Based on Public Feedback

Based on the public comments received, ODE staff adjusted the draft standards, including:

Oregon State Board of Education
MEETING DATE

AGENDA ITEM: Second Read - Draft 2023 Health Education Standards

- Simplified K-5 language to address concerns around age-appropriateness.
- Reframed grade level health skills to be more relevant to student development and instructional focus.
- Added references to neurodiversity.
- Strengthened references to eating disorders and disordered eating as suggested by professionals in the field.

EQUITY IMPACT ANALYSIS

Health education saves lives. The draft 2023 Health Education Standards support all young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. The Health Education Standards intentionally support instruction that affirms historically and currently underserved and underrepresented student populations to ensure an equitable opportunity for all students to feel included and to receive health information that is relevant to their individual and community identities and develop skills that will serve them throughout their lives. The Health Education Standards reflect the goals of Every Student Succeeds Act (ESSA), the ODE Equity Stance and the Student Success Act (SSA) plans. Research shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to improved school climate, individual academic achievement, and long-lasting intergenerational benefits.

FISCAL ANALYSIS

When adopted by the State Board, a communication rollout of the newly adopted standards may require statewide travel for the health and sexuality education specialists. Professional learning for standards implementation and high-quality health education instruction will require statewide travel and training meetings. Resources will be needed to support a state review of instructional materials, currently scheduled to occur throughout 2024. District staff will need to review and revise instructional materials in the 2024-2025 school year to meet current Division 22 requirements. The cost to perform these requirements will be absorbed through existing budget authority.

EFFECT OF A "YES" OR "NO" VOTE

This is a Second Reading of the proposed Health Education Standards and requires a vote at this time. If the vote is "yes," the 2023 Health Standards will be adopted, and schools will have to implement these standards in the 2025 school year.

STAFF RECOMMENDATION

xApprove Approve next month ☐ No recommendation at this time

Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: Draft 2023 Health Education Standards

K-12 Health Education Draft Standards

October 9, 2023

Table of Contents

I. Introduction 2
II. Cross-cutting Concepts 4
III. Guiding Principles and Practices in Health Education 5
Guiding Principles 5
Topics and Core Instructional Practices 5
IV. How to Read the Standards 8
Incorporating Grade Level Skill Focus 8
V. Oregon Health Education Grade Level Standards 10
Kindergarten 10
First Grade 12
Second Grade 14
Third Grade 16
Fourth Grade 18
Fifth Grade 20
Sixth Grade 23
Seventh Grade 26
Eighth Grade 29
High School 33
Appendix A. Content Topics and Subtopics 38
Appendix B. Alignment with Oregon Statute and Administrative Rules & National Education Standards 40
Appendix C. Terminology Resources 42

I. Introduction

A Vision of Health Education

Health Education envisions that all students have the health knowledge and skills they need to meet their goals, flourish and thrive, and contribute to their communities.

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. Research shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to improved school climate and decreased violence, individual academic achievement, and long lasting intergenerational benefits. Health education saves lives.

ODE Equity Stance

Health Education works to center students' cultures, interests, values, and identities as they learn how to live healthy, safe, and flourishing lives as young people and adults, in relationships with one another, in

communities, and in the world. To do so, the Health Education Standards reflect the Oregon Department of Education's commitment, set forth in its Education Equity Stance:

> *… the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the dismantling and restructuring of systems and institutions that create a dichotomy of beneficiaries over oppressed & marginalized peoples*. (Oregon Department of Education's Equity Stance)

The Oregon Department of Education recognizes that student health and safety are the cornerstone of education and that all students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.

Oregon Statute and Rules

Oregon's Health Education Standards are built on Oregon Statute and Administrative Rules, passed by the Oregon Legislature and the Oregon State Board of Education (see Appendix B).

The Health Education Standards also reflect Oregon's laws (ORS 659.850) that define protected class as a "group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability." HB 3041 (2021) adds gender identity as a separate protected class.

Health Education Foundations

The 2023 Oregon Health Education Standards have specific grade level requirements that outline what students should know and be able to do by the end of specified grades. According to OAR 581-022-2030, each school district shall provide a planned K–12 instructional program, including the academic content standards adopted by the State Board of Education. These standards serve as a valuable tool for schools in selecting, designing, or revising curriculum and instruction.

Oregon Standards reflect the National Health Education Standards and the National Sexuality Education Standards, which focus on knowledge and skill development for health literacy. Like the National Education Standards, student knowledge and skill development are interwoven throughout K-12. Oregon's grade-level standards point to and imbed the overarching 8 knowledge and skill standards set forth by the National Health Education Standards. Knowledge 1 focuses on knowledge attainment and skills 2-8 focus on the practices necessary for students to maintain and promote individual, family, and community health.

> **Knowledge & Skills**
> *Based on the National Standards for Health Education*
>
> **Knowledge 1:** Students comprehend functional health knowledge to enhance health.
> **Skill 2:** Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Skill 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.
Skill 4: Students demonstrate effective interpersonal communication skills to enhance health.
Skill 5: Students demonstrate effective decision-making skills to enhance health.
Skill 6: Students demonstrate effective goal-setting skills to enhance health.
Skill 7: Students demonstrate observable health and safety practices.
Skill 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

II. Cross-cutting Concepts

This section describes the connections between Health Education and other ODE statewide initiatives and efforts. The Health standards integrate Oregon's Transformative Social Emotional Learning (TSEL) Standards, align with the Oregon Student Success Plans and the Tribal History/Shared History law, and co-leverage other content area standards. These linkages support a comprehensive educational approach, where Health Education can be woven into broader frameworks, facilitating holistic student development. This integration equips students to not only acquire health-related knowledge in one class or at one time, but also to apply and deepen learning throughout a well-rounded educational experience.

Transformative Social Emotional Learning (TSEL) Standards

The Health Education Standards integrate Oregon's Transformational Social Emotional Learning (TSEL) Standards. Incorporating the Transformative SEL standards ensures a comprehensive educational framework that provides schools with a cohesive roadmap to nurture students' holistic development, equipping them with essential life skills in and beyond the classroom. At each grade level, Transformative SEL Practices are mapped to connect Transformative SEL Standards with health topics. Each Transformative SEL Practice is labeled in this document, and has its own corresponding growth indicators that provide guidance on what learning opportunities can look like in practice.

Student Success Plans

During the 2019 legislative session, Oregon's leaders passed the Student Success Act (SSA) to improve access and opportunities for students who have been historically underserved in the education system. This law resulted in the creation of new programs or expansion of existing programs at the Oregon Department of Education aimed at improving educational opportunities for Oregon students, especially historically underserved student groups. Many of these programs are guided by the African American/Black Student Success Plan, American Indian/Alaska Native Student Success Plan, Latino/a/x & Indigenous Student Success Plan, Native Hawaiian/Pacific Islander Student Success Plan, and the LGBTQ2SIA+ Student Success Plan.

The Health Education Standards connect and uplift these plans by setting forth learning standards that empower young people to use their individual and cultural strengths, values, and goals to define what health means to them and access the information and tools that help them to live safe and healthy lives of their choosing.

Tribal History/Shared History lessons

In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. The Health Education Standards reflect the law's intention to promote learning about the distinct tribal nations in Oregon. Grade-level standards align with Tribal History/Shared History lessons.

The Health Education Standards incorporate learning opportunities, in multiple topics and throughout the grades, about the tribal nations in Oregon, reinforcing the value of learning shared history within health-related contexts.

Integration with other content areas

There are a number of meaningful individual and community issues that are covered in health education classes. These same issues or topics can be, or are currently explored in other content areas as well. Teachers are encouraged to collaborate and help each other reinforce concepts that cross content areas.

III. Guiding Principles and Practices in Health Education

This section provides essential principles and key teaching practices for delivering effective health education. These guiding principles and core instructional ideas describe overarching language and approaches that foster inclusivity and empower students with a lifetime sense of self-efficacy to help them make informed decisions, access resources, and consent to issues that relate to their health, safety, and bodily autonomy.

Guiding Principles

Health education

- adopts a strengths-based approach, centering on both individual and systemic protective factors that enrich and advance health and well-being, while refraining from value judgments.
- provides students with knowledge and skills that are culturally responsive and inclusive.
- strives to incorporate local connections and local knowledge, including resources and data.
- is trauma informed and creates the conditions for students to feel safe, known, and cared for.
- is grounded in medical and scientific accuracy and supported by peer-reviewed research and leading medical and public health professional organizations.
- focuses on skills-based instruction to empower students to make informed and critical decisions that impact their health throughout their lives.
- uses qualitative and quantitative local, state and national data to inform instruction.
- inspires critical analysis of a variety of cultural, community, and individual factors that influence health behavior.
- avoids fear- or shame-based instruction that rely on scare tactics, stereotypes, and/or disparaging messages about student, family, and community identities and health decisions.

Topics and Core Instructional Practices

Oregon's Health Education Standards are organized into topic areas that allow students to gain knowledge and skills in core health topics, aligning with Oregon Statutes and Administrative Rules and CDC Health Education priorities, and are informed by the Oregon's Student Health Survey and the ODE

Student Educational Equity Development (SEED) Survey. Topic areas help serve districts and educators develop units of learning experiences. These topics are subdivided into subtopics that are vertically aligned throughout the K-12 grade level standards to ensure a progression of learning. This helps build and advance student knowledge from the fundamentals to more in-depth knowledge and skill proficiency to be used throughout their lifetime. For a complete list of subtopics, please see Appendix A.

Topic Areas

- Wellness and Health Promotion (WHP)
- Safety and First Aid (SFA)
- Substance Use, Misuse, and Abuse (SUB)
- Food, Nutrition, and Physical Activity (FNP)
- Social, Emotional, and Mental Health (SEM)
- Healthy Relationships and Violence/Abuse Prevention (HRVP)
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

The following sections provide guidance for teachers to infuse the Guiding Principles into each topic area. The instructional practices below provide clarity for teachers on how to effectively communicate important concepts in ways that are empowering, inclusive, strengths-based, and culturally responsive.

Wellness and Health Promotion:

- Reinforces that health is more than the absence of disease and that health status changes throughout our lives.
- Recognizes that health is multidimensional and includes physical, emotional, social, mental, and environmental well-being.
- Defines wellness and well-being as terms used interchangeably with health.
- Defines and uses the concept of social determinants of health in discussions around community health, including instruction around access to health services, health outcomes, and health behavior.

Safety and First Aid:

- Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable.
- Provides real-life connections to school safety and emergency plans, rules, and policies.
- Recognizes that safety includes in person situations as well as online safety.
- Defines and promotes the importance of inclusive and accessible spaces so people with disabilities and without disabilities can safely access public services, including school.

Substance Use, Misuse, and Abuse:

- Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches.
- Offers skill-building opportunities to analyze cultural influences, communicate effectively, and make decisions in navigating internal and external factors related to substance use.
- Provides clarity that substances refer to all types of legal and illicit drugs including alcohol, tobacco, marijuana/cannabis, prescription, and over-the-counter medications.

- Provides students with real-life connections to people and other local resources in the school and in the community to get assistance for themselves or others.

Food, Nutrition, and Physical Activity:

- Promotes well-rounded understanding of food and nutrition that encourages students to have a healthy relationship with food, stressing the importance of eating enough food, eating food on a regular basis, and acknowledging the pleasure that eating food can bring.
- Uses terminology that honors cultural traditions and practices, and does not label "good food" or "bad food".
- Physical activity focuses on the positive aspects of movement and the important role that physical activity has on our overall health and well-being.

Social, Emotional, and Mental Health:

- Provides instruction that empowers students to understand what supports their mental health and that of their peers.
- Creates learning environments and conditions that affirm people of all genders, race and ethnicities, cultures, and abilities.
- Refers to emotions and feelings as part of the developmental and learning process.
- Emphasizes that mental health is an important part of overall health.
- Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.

Healthy Relationships and Violence/Abuse Prevention:

- Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. This focuses beyond risk reduction strategies that can often be victim-blaming.
- Defines and communicates safe boundaries, inappropriate touch, and consent, rather than "good and bad touch" which is often not clear enough for a child.
- Recognizes that sometimes adults may need to make health or safety decisions for children, and that children can still ask questions and discuss what and why these decisions are being made.
- Uses language, messages, and instructional approaches that do not focus on fear- or shame-based messaging. Research around child abuse patterns and prevention education show that concepts such as "stranger danger" are ineffective in promoting personal safety.
- Gives young people skills to identify and respond to unsafe situations, accurately name body parts, understand how different relationships have safety rules and boundaries, and how to get help when needed.
- Affirms that people of all genders, race and ethnicities, cultures, and abilities deserve mutual respect and kindness. Research shows that these approaches prevent sexual violence perpetration.

Growth and Development:

- Refers to internal and external sexual and reproductive body parts with medical accuracy, in order to normalize and promote effective communication with trusted adults when questions or concerns arise.
- Provides instruction that treats all aspects of puberty with dignity.

- Uses language that is affirming of gender expansiveness when discussing gender, sex, reproductive anatomy, and puberty.

Sexual and Reproductive Health:

- Refers to sexuality as a normal part of human development and does not use shame- or fear-based language or messaging.
- Defines sexuality concepts as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, and more. This foundation allows for instructional scaffolding on topics related to sexuality, including sexual abuse, STIs, and sexual orientation.
- Discusses abstinence alongside sexual and reproductive choice in honest, age-appropriate ways that provides space for each student to consider their own personal, familial, and cultural values, health history, and goals, while maintaining privacy.
- Provides medically accurate information on pregnancy options and access to necessary healthcare that is not shaming, stigmatizing, inaccurate, or purposefully incomplete.
- Includes LGBTQ2SIA+ inclusive discussions, information, and resources that address healthy relationships, the many ways to form family, and how to make informed choices around sexual activity.
- Discusses the choice to parent in ways that are not stigmatizing to young parents.
- Is supplemented by information about youth-friendly comprehensive community resources that are available in local communities. This could be local community health centers, local public health centers, school based health centers, and hospitals that provide comprehensive information and services.

IV. How to Read the Standards

Incorporating Grade Level Skill Focus

Skill development is a key focus area in Health Education. Research shows that when students are taught using a skills-based approach, they are more likely to make informed health-related decisions throughout their lives. Skill development takes time for skill instruction, skill practice, and then skill performance. Each of these are critical parts of the skill development process for students to successfully transfer learning outside of the classroom environment to practical application in their lives.

The grade level standards embed the practice of health skills throughout each grade and in every topic area. Each grade level also names specific skills (two in early grades and more in later grades) for teachers to focus on in-depth. For example, in Kindergarten teachers will focus on communication skills and analyzing influences throughout the topics and across the year. Teachers can also reinforce skills in other parts of the school day (e.g., morning circle).

The Standards are organized by grade level, topic area, and skill focus. The Grade Level Skill Focus are listed in boxes at the top of each grade.

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate observable health and safety practices.** *(Skill 7)*

Below the grade level skill focus box are the grade level standards organized by topic area. Topic areas provide for groupings that can help educators define units and instructional activities. Each grade level standard is listed and numbered with a reference code beneath each topic heading.

Wellness and Health Promotion (WHP)

K.WHP.1	Define what a value is and name values that different people and families care about.
K.WHP.2	Identify illnesses that are easily transmitted and illnesses that are not.
K.WHP.3	Understand steps to protect eyes, teeth, skin, and ears.

Reading the Standard Numbering Code

Each grade level standard is numbered for reference as: *Grade level.Topic Abbreviation.Standard Number*

Key:

K.WHP.1 = Grade level (Kindergarten)
K.**WHP**.1 = Topic area abbreviation (abbreviation for Wellness and Health Promotion)
K.WHP**.1** = Grade level standard number (first grade level standard for this topic and grade)

V. Oregon Health Education Grade Level Standards

Kindergarten

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

K.WHP.1 Define what a value is and name values that different people and families care about.
K.WHP.2 Identify illnesses that are easily transmitted and illnesses that are not.
K.WHP.3 Understand steps to protect eyes, teeth, skin, and ears.
K.WHP.4 Identify three wellness practices that help one feel good and have energy.
K.WHP.5 Identify different types of healthcare workers who help people feel better.
K.WHP.6 Describe how family and friends influence health practices and behaviors.
K.WHP.7 Understand the importance of access to clean air, clean water, food, and shelter.

Safety and First Aid (SFA)

K.SFA.1 Identify how to stay safe and prevent injury when riding in a vehicle, crossing streets, riding a bicycle, in the water, and playing.
K.SFA.2 Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.
K.SFA.3 Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.
K.SFA.4 Explain safety rules for home, school, and the community, including firearm safety rules.
K.SFA.5 Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.

Substance Use, Misuse, and Abuse (SUB)

K.SUB.1 Discuss how to use medicines correctly.
K.SUB.2 Understand that some medicines and substances can be poisonous.
K.SUB.3 Identify family and school rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

K.FNP.1 Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.
K.FNP.2 Understand the importance of eating a variety of foods and trying new foods and activities.
K.FNP.3 Describe the benefits of drinking water, especially when physically active.
K.FNP.4 Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.

K.FNP.5 Identify food practices that make mealtimes enjoyable.
K.FNP.6 Understand that not all people can eat all kinds of food.

Social, Emotional, and Mental Health (SEM)

K.SEM.1 ***TSEL Practice 4B*** Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.
K.SEM.2 Identify how mental health is a part of overall health and well-being.
K.SEM.3 Identify a trusted parent, caregiver, or adult to talk with about feelings.
K.SEM.4 Identify ways to appreciate and take care of body and mind.

Healthy Relationships and Violence Prevention (HRVP)

K.HRVP.1 Define what a relationship is and identify different kinds of relationships.
K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.
K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.
K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.
K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.
K.HRVP.6 Describe the characteristics of a trusted adult.
K.HRVP.7 Identify that bullying and teasing are harmful.
K.HRVP.8 Understand that it is never okay to touch someone without their permission.
K.HRVP.9 Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

K.GD.1 Discuss different types of family structures and why all families deserve respect.
K.GD.2 Identify ways in which human bodies are the same and different from each other, and how bodies change over time.
K.GD.3 Name reproductive body parts, using medically accurate terminology.

First Grade

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

1.WHP.1	Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.
1.WHP.2	Explain what people can do to reduce and treat illness.
1.WHP.3	Describe at least three things to do to maintain good health, including brushing teeth daily.
1.WHP.4	Identify where to locate trusted adults who can help with health related questions.
1.WHP.5	Recognize how friends and media influence personal health behaviors, both positively and negatively.
1.WHP.6	Define environment and environmental health.

Safety and First Aid (SFA)

1.SFA.1	Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.
1.SFA.2	List the steps to identify and respond to emergency situations.
1.SFA.3	Identify safety hazards, including those related to fire, water, and dangerous objects.
1.SFA.4	Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.
1.SFA.5	Discuss why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

1.SUB.1	Identify trusted adults who can answer questions about medicines and household products.
1.SUB.2	List family, cultural, and school values and rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

1.FNP.1	Identify the five food groups and what a balanced meal could look like.
1.FNP.2	Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.
1.FNP.3	Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.
1.FNP.4	Identify feelings of thirst and hunger as signals for needing to drink water and eat food.
1.FNP.5	Describe how to keep food safe from harmful germs.

Social, Emotional, and Mental Health (SEM)

1.SEM.1	***TSEL Practice 1A*** Identify and label emotions, thoughts, strengths, and potential (both

personal and cultural).

1.SEM.2 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

1.SEM.3 Identify basic brain regions and their functions and recognize that everyone's brain functions differently.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

1.HRVP.1 ***TSEL Practice 4A*** Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

1.HRVP.2 Demonstrate healthy ways for friends to express feelings, both physically and verbally.

1.HRVP.3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.

1.HRVP.4 Define consent and discuss how it is important in all types of relationships.

1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.

1.HRVP.6 Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

Growth and Development (GD)

1.GD.1 Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.

1.GD.2 Identify medically accurate names for sexual and reproductive anatomy.

1.GD.3 Discuss that there are many ways that people can express love and attraction.

Second Grade

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

2.WHP.1	Discuss how many of our personal values come from families, communities, and culture.
2.WHP.2	Identify practices that reduce illness.
2.WHP.3	Describe ways to protect vision, hearing, and teeth.
2.WHP.4	Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.
2.WHP.5	Locate a trusted adult in the school building to help access valid and reliable health information and services.
2.WHP.6	Describe ways in which schools and neighborhoods influence health behaviors.

Safety and First Aid (SFA)

2.SFA.1	Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.
2.SFA.2	List examples of dangerous behaviors that might lead to injuries.
2.SFA.3	Identify trusted adults that help keep people safe at home, at school, and in the community.
2.SFA.4	Identify why it is important that people of all abilities can safely access school and other buildings.
2.SFA.5	Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.
2.SFA.6	Explain why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

2.SUB.1	Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.
2.SUB.2	Describe how tobacco and secondhand smoke harms the body.
2.SUB.3	Describe safety rules for over-the-counter and prescription drug use.
2.SUB.4	List steps to take when offered substances.

Food, Nutrition, and Physical Activity (FNP)

2.FNP.1	Identify a variety of places and sources that food can come from and how it gets to people.
2.FNP.2	Identify the five major food groups and give an example of foods in each group.
2.FNP.3	Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.

2.FNP.4 Develop a plan and set a goal to keep hydrated and limit sugary beverages.

2.FNP.5 Explain how physical activity and eating patterns can affect a person's health.

2.FNP.6 Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.

2.FNP.7 Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.

2.FNP.8 Identify how people have different levels of access to foods.

Social, Emotional, and Mental Health (SEM)

2.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

2.SEM.2 ***TSEL Practice 1C*** Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

2.SEM.3 Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

2.HRVP.1 ***TSEL Practice 4C*** Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

2.HRVP.2 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.

2.HRVP.3 Discuss how diversity in race, gender, and ability enrich relationships and communities.

2.HRVP.4 Define bodily autonomy, personal boundaries, and consent.

2.HRVP.5 Recognize that friends, family, teachers, and community members can help each other.

2.HRVP.6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.

2.HRVP.7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.

2.HRVP.8 Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or or unwanted touch.

Growth and Development (GD)

2.GD.1 Recognize that humans grow and mature at different ages and in different ways.

2.GD.2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.

Third Grade

Grade Level Skill Focus	➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)*

Wellness and Health Promotion (WHP)

3.WHP.1 Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).
3.WHP.2 Describe the basic function of the immune system.
3.WHP.3 Explain the benefits of personal health care practices.
3.WHP.4 Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.
3.WHP.5 Discuss reasons to go to a healthcare provider for physical and mental health concerns.
3.WHP.6 Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.
3.WHP.7 Recognize the connection between environmental health, including the effects of climate change, and personal health.

Safety and First Aid (SFA)

3.SFA.1 Identify how concussions can be prevented, recognized, and treated.
3.SFA.2 Practice how to assess and choose safe options when experiencing unsafe situations.
3.SFA.3 Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.
3.SFA.4 Describe how to identify and respond to emergency situations.
3.SFA.5 Describe safety procedures for responding to natural disasters.

Substance Use, Misuse, and Abuse (SUB)

3.SUB.1 Identify that substances are chemicals that can change how the mind and body function and can cause addiction.
3.SUB.2 Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.
3.SUB.3 Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.
3.SUB.4 Describe how and where to access help from trusted adults if substances are being misused or abused.

Food, Nutrition, and Physical Activity (FNP)

3.FNP.1 Identify methods for reducing food waste.
3.FNP.2 Recognize that food contains essential nutrients that benefit different systems in our bodies.
3.FNP.3 Explain how to create a balanced daily food plan for individual needs and health considerations.
3.FNP.4 Understand the basic function of the cardiovascular system.
3.FNP.5 Describe a decision making process about what foods and beverages to consume and ways to be physically active.
3.FNP.6 Describe foods using the senses.

3.FNP.7 Explain what food-borne illnesses are and how to prevent them.

Social, Emotional, and Mental Health (SEM)

3.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

3.SEM.2 ***TSEL Practices 2B*** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

3.SEM.3 Identify the impacts of stress on mental health.

3.SEM.4 Recognize how emotions can impact eating patterns and that people can get help if necessary.

3.SEM.5 Explain the importance of talking with trusted adults about feelings.

3.SEM.6 Identify personal or community activities that are meaningful or enjoyable.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

3.HRVP.1 ***TSEL Practice 3B*** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

3.HRVP.2 Describe characteristics of a healthy and safe relationship.

3.HRVP.3 Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.

3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.

3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

Growth and Development (GD)

3.GD.1 Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.

3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.

3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.

3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.

3.GD.5 Recognize that there are different kinds of families that have unique characteristics and identities.

Sexual and Reproductive Health (SRH)

3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.

Fourth Grade

Grade Level Skill Focus	➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)*

Wellness and Health Promotion (WHP)

4.WHP.1 Identify individual, cultural, and family values that affect one's health.

4.WHP.2 Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.

4.WHP.3 Understand why sleep is necessary for the brain and body and describe how sleep works.

4.WHP.4 Compare and contrast the validity of health and wellness information from a variety of media, products, and services.

4.WHP.5 Define social pressures and peer influences and identify how they can impact behavior.

Safety and First Aid (SFA)

4.SFA.1 Identify the steps of what to do if firearms are seen or found.

4.SFA.2 Identify strategies for staying safe online.

Substance Use, Misuse, and Abuse (SUB)

4.SUB.1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.

4.SUB.2 Identify the basic function of body organs and systems and how different substances can affect them.

4.SUB.3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.

4.SUB.4 Demonstrate how to read medicine labels and prescription instructions.

4.SUB.5 Identify procedural steps in decision making around substance use.

4.SUB.6 Demonstrate communication skills for asserting boundaries around substance use.

4.SUB.7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

Food, Nutrition, and Physical Activity (FNP)

4.FNP.1 Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.

4.FNP.2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.

4.FNP.3 Identify foods and beverages with high sugar content and the negative effects of too much added sugar.

4.FNP.4 Describe the relationship between physical activity and the need for food and hydration.

4.FNP.5 Describe differences in food customs, traditions, and preparations.

4.FNP.6 Identify internal and external influences that affect food choices and physical activities.

4.FNP.7 Describe the basic functions of the digestive system.

4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.

4.FNP.9 Discuss factors that affect the availability of food, including socioeconomic status and

location.

Social, Emotional, and Mental Health (SEM)

4.SEM.1 ***TSEL Practice 5C*** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

4.SEM.2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

4.HRVP.1 ***TSEL Practice 4D*** Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.

4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.

4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.

4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.

4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.

4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.

4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.

4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

Growth and Development (GD)

4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.

4.GD.2 Identify body care practices related to puberty, including using menstrual products.

4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

Sexual and Reproductive Health (SRH)

4.SRH.1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.

Fifth Grade

Grade Level Skill Focus	➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)*

Wellness and Health Promotion (WHP)

5.WHP.1 Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.

5.WHP.2 Explain how vaccines work to prevent an illness and reduce severe symptoms.

5.WHP.3 Describe benefits of practicing health promoting behaviors.

5.WHP.4 Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.

5.WHP.5 Practice how to talk to a healthcare provider about health concerns, including dental pain.

5.WHP.6 Evaluate health messages depicted in the media, including in social media and in advertisements.

5.WHP.7 Discuss how the location and environment of where people live can affect their health.

Safety and First Aid (SFA)

5.SFA.1 Compare and contrast safe and unsafe situations and events.

5.SFA.2 Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.

5.SFA.3 Demonstrate first aid skills and skills for a range of common minor emergencies.

5.SFA.4 Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.

5.SFA.5 Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.

5.SFA.6 Discuss steps to take to prepare for natural disasters.

5.SFA.7 Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

Substance Use, Misuse, and Abuse (SUB)

5.SUB.1 Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.

5.SUB.2 Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.

5.SUB.3 Describe the appropriate use for over-the-counter and prescription medicines.

5.SUB.4 Describe how substance use, misuse, and abuse can affect peoples' abilities to reach personal goals.

5.SUB.5 Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.

5.SUB.6 Demonstrate how to use decision making steps around substance use.

5.SUB.7 Demonstrate refusal skills to avoid or reduce health risks around substance use.

5.SUB.8 Identify trusted adults to talk to about substance use, misuse, and abuse.

5.SUB.9 Identify school policies, local, state, and federal laws related to substance use.

Food, Nutrition, and Physical Activity (FNP)

5.FNP.1 Discuss the impact of food production and food waste on the environment.

5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.

5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.

5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.

5.FNP.5 Identify the basic functions of the skeletal and muscular systems.

5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.

5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.

5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.

Social, Emotional, and Mental Health (SEM)

5.SEM.1 ***TSEL Practice 5B*** Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.

5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.

5.SEM.4 Identify potential impacts of social media on mental health and body image.

5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.

5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

5.HRVP.1 ***TSEL Practice 3C*** Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.

5.HRVP.3 Identify characteristics of safe and equitable relationships.

5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.

5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.

5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.

5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.

5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.

5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.

5.GD.4 Describe the menstrual cycle and how menstrual products are used.

5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.

5.GD.6 Identify trusted adults one could talk to about sexual orientation questions.

5.GD.7 Describe how genetics can affect personal and family health.

Sexual and Reproductive Health (SRH)

5.SRH.1 Discuss different personal, familial, and cultural values about physical and emotional intimacy.

5.SRH.2 Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

5.SRH.3 Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.

Sixth Grade

Grade Level Skill Focus	➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

6.WHP.1 Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).

6.WHP.2 Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.

6.WHP.3 Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.

6.WHP.4 Distinguish between habits that enhance or hinder personal health.

6.WHP.5 Interpret numerical and graphical information to make an informed health decision..

6.WHP.6 Demonstrate how to access valid and reliable health information online for building health habits.

6.WHP.7 Define different forms of discrimination and understand how it influences the health of communities.

6.WHP.8 Identify actions that can help to create a healthier environment for individuals and communities.

Safety and First Aid (SFA)

6.SFA.1 Identify unsafe situations at home, at school, and in communities that can lead to injury.

6.SFA.2 Explain first aid and response procedures to treat injuries and other emergencies.

6.SFA.3 Understand firearm safety rules for individuals, families, and communities.

6.SFA.4 Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.

Substance Use, Misuse, and Abuse (SUB)

6.SUB.1 Explain differences between use, misuse, and abuse of substances.

6.SUB.2 Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.

6.SUB.3 Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.

6.SUB.4 Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals.

6.SUB.5 Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

6.SUB.6 Analyze the influence of family, school, peers, culture, media, social media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.

6.SUB.7 Describe personal decision-making strategies around substance use.

6.SUB.8 Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.

6.SUB.9 Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.

6.SUB.10 Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances.

Food, Nutrition, and Physical Activity (FNP)

6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries.

6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.

6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity.

6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body.

6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or 'fad' dieting.

6.FNP.6 Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for eating disorders and disordered eating.

6.FNP.7 Analyze benefits of regular physical activity to promote health.

6.FNP.8 Describe safe food handling to prevent illness.

Social, Emotional, and Mental Health (SEM)

6.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

6.SEM.2 Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.

6.SEM.3 Describe how sharing information about self and others online can impact social, emotional, and mental health.

6.SEM.4 Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.

6.SEM.5 Locate and summarize laws and policies to protect student mental health, including excused absences.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

6.HVRP.1 ***TSEL Practice 3B*** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

6.HVRP.2 Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.

6.HVRP.3 Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.

6.HVRP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected.

6.HVRP.5 Practice communication skills to build healthy relationships and manage conflict.

6.HVRP.6 Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.

6.HVRP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully.

6.HVRP.8 Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.

6.HVRP.9 Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.

6. HVRP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

Growth and Development (GD)

6.GD.1 Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.

6.GD.2 Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.

6.GD.3 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).

6.GD.4 Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care.

6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.

6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.

6.GD.7 Recognize that there are many kinds of family structures and discuss ways in which families can change.

Sexual and Reproductive Health (SRH)

6.SRH.1 Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.

6.SRH.2 Define sexual intercourse.

6.SRH.3 Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.

6.SRH.4 Identify the functions of the ovulation cycle, sperm development, and pregnancy.

6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.

6.SRH.6 Identify the stages of pregnancy.

6.SRH.7 Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.

6.SRH.8 Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.

6.SRH.9 Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.

6.SRH.10 Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

6.SRH.11 Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.

Seventh Grade

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)*

Wellness and Health Promotion (WHP)

7.WHP.1 Describe how personal values, self-esteem, and identity affect personal health.
7.WHP.2 Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.
7.WHP.3 Describe the connections between oral health and overall health.
7.WHP.4 Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.
7.WHP.5 Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.
7.WHP.6 Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.
7.WHP.7 Evaluate how social determinants of health influence health outcomes.

Safety and First Aid (SFA)

7.SFA.1 Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.
7.SFA.2 Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.
7.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).
7.SFA.4 Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.
7.SFA.5 Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.
7.SFA.6 Describe basic fire safety and wildfire prevention steps.
7.SFA.7 Describe strategies for using social media safely, legally, and respectfully.

Substance Use, Misuse, and Abuse (SUB)

7.SUB.1 Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.
7.SUB.2 Analyze the effects of substance use, misuse, and abuse on communities and society.
7.SUB.3 Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs.
7.SUB.4 Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.
7.SUB.5 Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities.
7.SUB.6 Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using.
7.SUB.7 Analyze how personal and family beliefs can affect decisions about substance use.
7.SUB.8 Demonstrate how to ask a trusted adult for help accessing resources for self and

others regarding situations related to the use of alcohol, tobacco, and other drugs.

7.SUB.9 Describe situations that require professional substance abuse treatment services and locate valid information and community resources.

Food, Nutrition, and Physical Activity (FNP)

7.FNP.1 Discuss how food waste and the environment are interconnected.

7.FNP.2 Analyze ways that media influence our decisions around food and physical activity.

7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks.

7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods.

7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages.

7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.

7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well being.

7.FNP.8 Describe personal hunger and fullness cues.

7.FNP.9 Describe common food allergies and how to manage them.

Social, Emotional, and Mental Health (SEM)

7.SEM.1 ***TSEL Practice 1D*** Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

7.SEM.2 ***TSEL Practices 2B*** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, , trauma, self-harm, and suicide.r

7.SEM.4 Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, eating disorders, and disordered eating.

7.SEM.5 Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.

7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.

7.SEM.7 Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.

7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

7.HRVP.1 ***TSEL Practice 3A*** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.

7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.

7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.

7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.

7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and

sexting, can have on one's body image and self-esteem.

7.HRVP.6 Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.

7.HRVP.7 Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.

7.HRVP.8 Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.

7.HRVP.9 Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.

7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting.

Growth and Development (GD)

7.GD.1 Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.

7.GD.2 Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.

7.GD.3 Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.

7.GD.4 Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

Sexual and Reproductive Health (SRH)

7.SRH.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality

7.SRH.2 Apply a decision-making model to choices about engaging in sexual behaviors.

7.SRH.3 Describe a range of ways a viable pregnancy can occur.

7.SRH.4 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.

7.SRH.5 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

7.SRH.6 Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.

7.SRH.7 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.

7.SRH.8 Identify medically accurate sources of information about comprehensive sexual and reproductive health.

7.SRH.9 Examine how discrimination and racism negatively impact sexual and reproductive health.

Eighth Grade

Grade Level Skill Focus	➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)* ➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students advocate for behaviors that support personal, family, peer, school, and community health.** *(Skill 8)*

Wellness and Health Promotion (WHP)

8.WHP.1 Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).

8.WHP.2 Compare and contrast how communicable and noncommunicable diseases are treated and managed.

8.WHP.3 Explain why it is important to protect vision, hearing, skin, and teeth.

8.WHP.4 Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.

8.WHP.5 Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.

8.WHP.6 Analyze the validity of health information in print and online using established criteria.

8.WHP.7 Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.

8.WHP.8 Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes.

Safety and First Aid (SFA)

8.SFA.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.

8.SFA.2 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.

8.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.

8.SFA.4 Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.

8.SFA.5 Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.

Substance Use, Misuse, and Abuse (SUB)

8.SUB.1 Identify risk and protective factors related to substance use, misuse, and abuse.

8.SUB.2 Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.

8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.

8.SUB.4 Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

8.SUB.5 Evaluate the influence of family, school, peers, culture, media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.

8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free.

8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.

8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and abuse.

8.SUB.9 Examine the history and impact of drug laws and prosecution on communities.

Food, Nutrition, and Physical Activity (FNP)

8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety.

8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health.

8.FNP.3 Assess personal eating and physical activity behaviors.

8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.

8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits.

8.FNP.6 Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.

8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.

Social, Emotional, and Mental Health (SEM)

8.SEM.1 ***TSEL Practice 1D*** Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

8.SEM.2 ***TSEL Practice 5C*** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

8.SEM.3 Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, , substance use and abuse, or suicidal thoughts.

8.SEM.4 Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating,, substance use and abuse, and suicidal ideation.

8.SEM.5 Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.

8.SEM.6 Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.

8.SEM.7 Discuss how state and federal laws and policies can influence access to mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

8.HVRP.1 ***TSEL Practice 2D*** Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

8.HRVP.2 Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.

8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.

8.HRVP.4 Demonstrate verbal and nonverbal communication skills that express personal

boundaries and consent and how to show respect for the boundaries of others.

8.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.

8.HRVP.6 Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.

8.HRVP.7 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.

8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.

8.HRVP.9 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.

8.HRVP.10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.

8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

Growth and Development (GD)

8.GD.1 Reflect on external influences that may affect personal body image and how others are perceived.

8.GD.2 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.

8.GD.3 Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act.

8.GD.4 Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

8.GD.5 Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.

8.GD.6 Describe what can connect a family and discuss different ways to define family.

Sexual and Reproductive Health (SRH)

8.SRH.1 Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.

8.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex.

8.SRH.3 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.

8.SRH.4 Practice using a decision-making model in response to various sexual health scenarios.

8.SRH.5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

8.SRH.6 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.

8.SRH.7 List methods of contraception that are available without a prescription in Oregon and where these can be accessed.

8.SRH.8 Define prenatal care and identify medically accurate sources of information about prenatal care.

8.SRH.9 Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines,

Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.

8.SRH.10 Identify comprehensive sexual and reproductive health services offered in school or in the local community.

8.SRH.11 Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

8.SRH.12 Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.

High School

Grade Level Skill Focus	
	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)* ➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)* ➔ **Students demonstrate observable health and safety practices.** *(Skill 7)* ➔ **Students advocate for behaviors that support personal, family, peer, school, and community health.** *(Skill 8)*

Wellness and Health Promotion (WHP)

HS.WHP.1 Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.

HS.WHP.2 Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.

HS.WHP.3 Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.

HS.WHP.4 Identify individual practices that protect vision, hearing, skin, and teeth.

HS.WHP.5 Identify at least two strategies to promote health and wellness for individuals, families, and communities.

HS.WHP.6 Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.

HS.WHP.7 Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.

HS.WHP.8 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HS.WHP.9 Analyze how the history of health and social policy impacts individual and community health status.

HS.WHP.10 Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.

HS.WHP.11 Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.

Safety and First Aid (SFA)

HS.SFA.1 Analyze current data on unintentional injury among adolescents.

HS.SFA.2 Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.

HS.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.

HS.SFA.4 Access a variety of resources in the home, school, and community that prevent injury.

HS.SFA.5 Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.

HS.SFA.6 Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.

HS.SFA.7 Evaluate strategies for using social media safely, legally, and respectfully.

Substance Use, Misuse, and Abuse (SUB)

HS.SUB.1 Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.

HS.SUB.2 Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.

HS.SUB.3 Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.

HS.SUB.4 Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.

HS.SUB.5 Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.

HS.SUB.6 Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.

HS.SUB.7 Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.

HS.SUB.8 Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.

HS.SUB.9 Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.

HS.SUB.10 Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.

HS.SUB.11 Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.

HS.SUB.12 Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention.

HS.SUB.13 Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.

Food, Nutrition, and Physical Activity (FNP)

HS.FNP.1 Analyze the political, economic, social, and environmental factors that influence our current food system.

HS.FNP.2 Plan or prepare a balanced meal with nutrient-rich basic ingredients.

HS.FNP.3 Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.

HS.FNP.4 Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.

HS.FNP.5 Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.

HS.FNP.6 Describe how to make nutritious food and beverage choices at home, school, and

when dining out.

HS.FNP.7 Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.

HS.FNP.8 Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.

HS.FNP.9 Describe how to prevent foodborne illnesses.

HS.FNP.10 Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.

Social, Emotional, and Mental Health (SEM)

HS.SEM.1 ***TSEL Practices 2C*** Plan, evaluate, and achieve personal and collective goals and aspirations.

HS.SEM.2 ***TSEL Practice 5A*** Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

HS.SEM.3 Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.

HS.SEM.4 Identify activities that promote social, emotional, and mental health.

HS.SEM.5 Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.

HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.

HS.SEM.7 Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.

HS.SEM.8 Advocate for safer school communities to prevent bullying and violence and improve mental health.

HS.SEM.9 Analyze laws related to minors accessing mental health care.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

HS.HRVP.1 ***TSEL Practices 2A*** Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.

HS.HRVP.2 Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.

HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.

HS.HRVP.4 Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.

HS.HRVP.5 Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.

HS.HRVP.6 Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.

HS.HRVP.7 Demonstrate ways to support a fellow student who is being sexually harassed or abused.

HS.HRVP.8 Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.

HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.

HS.HRVP.10 Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.

HS.HRVP.11 Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.

HS.HRVP.12 Explain trafficking, including tactics people use to traffic and exploit youth.

HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

Growth and Development (GD)

HS.GD.1 Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.

HS.GD.2 Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.

HS.GD.3 Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.

HS.GD.4 Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.

HS.GD.5 Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.

HS.GD.6 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.

HS.GD.7 Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.

Sexual and Reproductive Health (SRH)

HS.SRH.1 Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.

HS.SRH.2 Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.

HS.SRH.3 Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values and health and safety of self and others.

HS.SRH.4 Summarize fertilization, fetal development, and childbirth.

HS.SRH.5 Discuss skills and resources that can support people navigating parenthood.

HS.SRH.6 Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.

HS.SRH.7 Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.

HS.SRH.8 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.

HS.SRH.9 Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.

HS.SRH.10 Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.

HS.SRH.11 Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.

HS.SRH.12 Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.

HS.SRH.13 Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.

HS.SRH.14 Analyze public health and government policies on sexual and reproductive health practices.

HS.SRH.15 Define reproductive justice and explain its history and how it relates to sexual health and health equity.

HS.SRH.16 Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.

HS.SRH.17 Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.

Appendix A. Content Topics and Subtopics

Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to understand what social, familial and community factors influence the dimensions of health; how to prevent and protect against communicable and non-communicable diseases; analyze issues related to health equity and environmental health; and understand how to use health information and healthcare resources.

- Dimensions of health (physical, social, emotional, mental and environmental)
- Values
- Communicable and non-communicable disease prevention
- Protecting vision, hearing, and teeth
- Health practices and choices
- Health literacy
- Analyzing influences
- Health equity
- Environment and health

Safety and First Aid (SFA) outlines the knowledge and skills students need to feel more prepared and confident to prevent, identify, and address safety and emergency situations at home, at school, and in the community, including medical emergencies, firearm hazards, natural disasters, and digital safety.

- Unintentional injuries
- Identifying and reporting and reporting unsafe situations
- First aid and emergencies
- Identifying helpers
- Accessibility and safety
- Natural disasters and emergency situations
- Digital and online safety
- Firearm safety

Substance Use, Misuse, and Abuse (SUB) outlines the knowledge and skills students need to make decisions when faced with the pressures of using, misusing and abusing alcohol, tobacco, marijuana, and other substances, including over-the-counter and prescription drugs; analyze media messages and other influences; how to cope in stressful situations; how to set goals; and how to access community resources for assistance and to prevent and respond to overdose emergencies.

- Use, misuse, and abuse
- Short and long-term effects of substance use
- Tobacco, marijuana, alcohol, and other drugs
- Over the counter and prescription drugs
- Impact on self, communities, and other health outcomes
- Influences, social pressure, and coping skills
- Decision making around substance use
- Communication skills around substance use
- Getting help and accessing resources
- Laws and policies related to substance use

Food, Nutrition, and Physical Activity outlines the knowledge and skills students need to understand where food comes from, what foods have high nutrient content, and how culture plays an important role in nutrition and food experiences; develop decision-making skills around food and physical activity; decipher media messages around food; and analyze issues related to food insecurity and food policies.

- Food systems
- Nutrients
- Variety of foods and eating patterns
- Importance of hydration and moderation of sugary beverages
- Positive effects of healthy eating and physical activity
- Decision making around food and physical activity
- Culture and food
- Impact of media and family
- Sensory and social experience of eating
- Food safety
- Food insecurity and food policies

Social, Emotional, and Mental Health outlines the knowledge and skills students need to understand and express feelings, thoughts, and emotions; build healthy relationships with self and others; practice healthy decision-making skills; and support kindness, care, connection, equity, diversity, and inclusion. These align with ODE's Integrated Model of Mental Health and ODE's Integrated Model of Mental Health and Oregon's Transformative Social and Emotional Learning (TSEL) Standards.

- Empathy and respect
- Feelings, emotions, and moods
- Mental health challenges (stress, anxiety, depression, social isolation, and eating disorders)
- Talking to trusted adults, accessing care and information
- Online safety
- Strategies for mind and body awareness
- Positive identity development
- Social justice and mental health
- Laws related to accessing mental health services

Healthy Relationships and Violence/Abuse Prevention outlines the knowledge and skills students need to; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; analyze influences in media and technology; identify characteristics of healthy and affirming interpersonal relationships; communicate about harm to trusted adults; understand the root causes of violence; collaborate with the larger community to provide safety, trust, respect, sharing of power, and identity-specific supports; and create affirming environments where students, families, and school staff can thrive. These align with Oregon's TSEL Standards.

- Expressing emotion and affection in relationships
- Violence prevention and equitable relationships
- Gender and relationships
- Personal boundaries, bodily autonomy, and consent
- Communication skills and conflict management
- Trusted adults and supportive community
- Media, cyberbullying, and relationships

- Bullying, harassment, and intimidation
- Violence and abuse
- Responding to violence and abuse
- Trafficking prevention
- Laws related to consent and access to services

Growth and Development outlines the knowledge and skills students need to understand the changes that people can experience during puberty and adolescence that impact physical, social, intellectual, and emotional development; understand that sexuality is a normal and positive aspect of development; identify medically accurate, inclusive reproductive anatomy; and support students in developing positive identities and self-esteem across the lifespan.

- Physical differences and respect
- Sexual and reproductive anatomy
- Puberty and changes
- Menstruation and self-care
- Gender roles, identity, and expression
- Sexual orientation
- Families

Sexual and Reproductive Health outlines the knowledge and skills students need to take care of their bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STIs and HIV/AIDS, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making around sexual behavior, pregnancy, and parenting; and the personal, relational, cultural, and historical factors that influence sexuality, sexual and reproductive health, and access to healthcare.

- Influences on sexuality
- Intimacy and sex
- Decision making around sexual behavior
- Reproduction
- Pregnancy and pregnancy options
- Contraception
- STI prevention
- Trusted adults, information, and services
- Rights and access to sexual and reproductive healthcare
- Reproductive justice

Appendix B. Alignment with Oregon Statute and Administrative Rules and National Education Standards

District Curriculum

Requires health education as a content area that must be taught as part of K-12 instructional program. (OAR 581-022-2030)

Standard Education for Oregon Students

Common Knowledge and Skills. The Common Knowledge and Skills consists of facts, concepts, principles, rules, procedures and methods of inquiry associated with the following subject matter areas that include health education. (OAR 581-021-0200)

Diploma Requirements
Requires 1 credit of health education for graduation. (OAR 581-022-2000)

Oral Health Education
School districts must provide age-appropriate instruction in oral health. The standards shall prescribe the grades in which instruction in oral health is provided to students. (ORS 336.473)

Organ and Tissue Donation
In grades 9 - 12 districts must provide instruction on organ and tissue donation and education. (ORS 336.474)

Prevention Education in Drugs and Alcohol
Instruction in the effects of tobacco, alcohol, and drugs, as an integral part of the district's K–12 comprehensive health education program. In addition, at least annually, all high school students, grades 9–12 shall receive age-appropriate instruction about drug and alcohol prevention. (OAR 581-022-2045)

CPR and AED Instruction
As an integral part of the health education curriculum or the physical education curriculum for students in grades 7 through 12, each school district must provide instruction in CPR, AED and must include hands-on practicing of CPR. (ORS 336.472)

Human Sexuality Education Courses
The first comprehensive sexuality education law that requires instruction in elementary and secondary. It specifies that sexuality education must be taught annually 6 - 8 and twice 9 -12. (ORS 336.455)

Healthy Teens Relationships Act
This law requires that instruction on healthy relationships, friendships, and dating be provided to students annually in 7th - 12th grade. (ORS 339.366)

Child Sexual Abuse Prevention "Erin's Law"
This law requires that child abuse prevention education be provided in four sessions per year in Kindergarten through 12th grade. This also includes teacher training and school policy. (ORS 369.059)

Menstrual Dignity Act
This law requires that sexuality education include information on menstrual health. The education must be gender inclusive, accessible, and positive and not shame-based. HB 3294 (2021).

Human Sexuality Education
This is the Oregon Rule that weaves together all of the above laws within the core content area Health Education and the required “comprehensive plan of instruction”. Each district must have a plan that outlines how all of the above laws are met each year. The law also clearly names the cornerstone

approaches of sexuality education as being: LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based. The rule also names content requirements, such as STI prevention, child abuse prevention, and consent education. (OAR 581-22-2050)

Appendix C. Terminology Resources

For definitions of select terminology please see the Oregon's Transformative SEL Standards; Oregon's LGBTQ2SIA+ Student Success Plan; Oregon's Gender Expansive Student Guidance, National Sex Education Standards: Core Content and Skills, K-12 (Second Edition), and the National Health Education Standards Guide.

What region do you live in?	Other region selected	Primary Role	Race and Ethnicity	LGBTQ2SIA+ Community	K-5 Standards- Strengths	K-5 Standards- Suggestions for Improvement	Middle School Standards- Strengths	Middle School Standards- Suggestions for Improvmnt	High School Standards- Strengths	High School Standards- Suggestions for Improvement	General comments
Central Oregon		District Administrator	White	No	Organized by topic area, which is how teachers think about and plan their units.	The performance indicators aren't aligned to the skill focus. Many of the performance indicators still appear to be written as knowledge standards rather than demonstrating the skill. If there's skill focus areas per grade level, where are the performance indicators of demonstrating proficiency in an applied skill. TSEL standards should be integrated across the topic areas, not just the social, emotional, and mental health (SEM) topics. It's not possible for all performance indicators to be met for each grade level, make it clear which performance indicators are most important for the skill focus at each grade level.	Organized by topic area, which is how teachers think about and plan their units.	The performance indicators aren't aligned to the skill focus. Many of the performance indicators still appear to be written as knowledge standards rather than demonstrating the skill. If there's skill focus areas per grade level, where are the performance indicators of demonstrating proficiency in an applied skill. TSEL standards should be integrated across the topic areas, not just the social, emotional, and mental health (SEM) topics. It's not possible for all performance indicators to be met for each grade level, make it clear which performance indicators are most important for the skill focus at each grade level.			Provide a sample 9-week Health scope and sequence for middle schools with recommended skills-based curriculum -- a template that can be adopted by districts that don't have the resources to make their own. Also provided a recommended K-5 Health/SEL scope and sequence with recommended curriculum.
Southern Oregon		Educational Services District (ESD) Employee Other Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White	No	1. It is very strong in understanding gender diversity including identity and expression and starts from kindergarten, which is very developmentally appropriate. 2. Understanding about consent and boundaries starts at kindergarten, and should be continued in every grade. 3. It understands the importance of integrating mental health and social emotional learning as part of the health curriculum. "Mental health is health." 4. Inclusion of online safety and digital literacy at every grade.	1. Concepts around ableism/ability/disability and inclusion should start in K and continue every year. Currently it is omitted from K standards. 2. Concept of being an "upstander" is not introduced until the 4th grade. That also should be introduced in Kindergarten and reinforced every year. 3. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable.	1. See K-5th above comments.	1. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable. 2. Talking about suicide is introduced in the 6th grade, but I don't see anywhere that students are taught how to recognize and respond to a peer with suicidal warning signs. 3. Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.	1. See K-5th comments above. 2. It is good to talk about suicide directly in this standard: "Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, and other unsafe behaviors." But I don't see a discussion of how to respond to a peer with suicidal warning signs.	1. I don't see a discussion of how to respond to a peer with suicidal warning signs. 2. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable. 3. Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.	1. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable. 2. 3. Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.
Southern Oregon		Educational Services District (ESD) Employee			This is my second response because I forgot some comments in my first response, so it only deals with that. Concussion is introduced in 3rd grade, which is great. But then it is never discussed again in these standards.			No discussion of concussion. It is essential that students learn risks for concussion and what to do after any head injury.		Health standards must contain education on concussions: destigmatize students who don't talk about it because they don't want to miss sports/activities. They need to know the importance of prompt follow up and that they will likely need school accommodations for a few weeks after an injury and how they can request that. Peers need to be educated that students may have personality changes and need to know how to support their peers after a head injury. I did not see any mention of TBI or concussion or head injury care and return to school at all after the 3rd grade. That is a big oversight.	
Portland Metro		Parent/Guardian/Caregiver School Volunteer	White	No		Remove any discussions of sexual orientation and gender identity. Schools have no business discussing these topics with underage CHILDREN.		Remove any discussions of sexual orientation and gender identity. Schools have no business discussing these topics with underage CHILDREN. The state's continued insistence of focusing on these topics is indoctrination. Unless you're going to allow crosses to be hung on the walls and teach about religions, then this ideology must remain out of the classrooms as well!		Remove any discussions of sexual orientation and gender identity. Schools have no business discussing these topics with underage CHILDREN. The state's continued insistence of focusing on these topics is indoctrination. Unless you're going to allow crosses to be hung on the walls and teach about religions, then this ideology must remain out of the classrooms as well!	The genders people are sexually attracted to has nothing to do with one's health. And if you want to discuss gender identity it should only be about gender dysphoria and the acknowledgment that biology is SCIENCE. A lack of regard for that science and a belief that it doesn't exist is a mental illness.
Southern Oregon		Community Member			Good appropriate information about safety,good nutrition, and proper use of medication.	K.GD.1,2,4 is specious and not age appropriate for a child! 1.HRVP.4 is validating gender plurality and totally irresponsible to present to a child! 3.GD.4 unnecessary for this level of learning; will this knowledge make a child a better person? Shear lunacy!!! 5.SRH.1,2,3 Not appropriate at this age	Same as above strengths	Drop 6.GD1-7 Totally inappropriate for a twelve year old child! Drop 6.SRH.1-11 Ditto above. 7.SRH.8 and8.SRH.5 Teaching a boy how to put on a condom is grooming and a violation of parental rights!		Drop HS.GD.4 Irrelevant to student citizen formation and ridiculous HS.SRH.15 Pro abortion propaganda under the cover of "reproductive justice"; where is any reference to abstinence in this Utopian drivel!!	Expunge all sex-ed lessons or at least explain why STD's are rampant in Oregon after all this "age appropriate" instruction!
Southern Oregon		6-8 Teacher	White	Yes	Not familiar Includes female and male anatomy starting early, includes SEL topics throughout	Not familiar As a teacher I wonder where I'm supposed to find the resources that are age appropriate to " discuss" the topics	Our school is just now implementing health in 7th & 8th grades	I believe we should teach more about sex. Also more about drugs and alcohol.	Not familiar	Not familiar	
Southern Oregon		Other		No	Focus on nutrition and bullying and physical health, tobacco use.	Ficus specifically on Marijuana and other elicit drugs. Remove gender identity topics	Same as above	Graphic sex acts such as oral and analytical sex have no business in the curriculum. Focus on how liberal drug policies have negatively impacted society. Gender identity conversation is should be removed, unnecessary!	Sexually transmitted disease, broader topics on drug abuse.	Focus on the nuclear family and how it supports a healthy society, less emphasis on sexuality, give the biology info, stop the indoctrination based on cultural fads.	
Other	foothills of the Cascades, SE Salem	Charter School Principal/admnistrator Other	Prefer not to answer		Importance of Nutrition and exercise	Too much emphasis on sexual subjects and emphasis on children making decisions and analyzing family situations. this is a task above their abilities..	I haven't really noticed any. The short comes out way the sgtrengths.	Too much emphasis on Safe Sex.	Are school only goes K-8.		In our school the parents do not like the role of the state into sexuality education. Especially in areas that go against the Christian-Judeo version of a healthy family. Begging you to stay liberal and not turn into Florida!
Willamette Valley		Parent/Guardian/Caregiver	White	Yes							
Portland Metro		Early Learning/Pre-K Educator		Prefer not to answer	In my opinion this is the reason everyone is paying so much to go to private schools. Instead of addressing school violence and behavior standards you are making sure my kindergartener is assigned a gender and knows what a tampon is. You are the last group of folks I'd trust to do that.						
Portland Metro		6-8 Teacher									
Portland Metro		Parent/Guardian/Caregiver	White	No			comprehensive knowledge to standard reproductive health care, including contraception and abortion.				
Portland Metro		Community Member Other	Hispanic/Latino(a)(x)(e)	No	Developmentally appropriate and science based. The discussion of consent at this age is key.	None	The discussion of abortion as a pregnancy option and explaining the correct use of a range of contraceptives.	I would like to know more about the abortion and adoption curriculum, but am pleased this appears to be evidence based.	Below are what I identify as top strengths. Treaching high school students about reliable sources of info and how to be critical media consumers is critical. - Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them - Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. - Identify medically accurate sources of information about comprehensive sexual and reproductive health.	None	Thank you for an outstanding job.
Portland Metro		6-8 Teacher 9-12 Teacher	White	No			I love that there is not as many and they have specific focuses! Much easier to plan lessons around knowing exactly what students should be learning.		I love that there is not as many and they have specific focuses! Much easier to plan lessons around knowing exactly what students should be learning.		

Portland Metro	Community Member Other	White	No	The focus on biologically accurate terms is a huge strength for reducing stigma, addressing myths and empowering accurate communication about sexual abuse.		Including full spectrum pregnancy options including abortion is a powerful tool for all students in Oregon, but really positions people from Oregon with lifelong language to help family and friends. I have seen many families where adolescents have learned more accurate language and communication skills at school which improve the health and healing of their whole family - for example if a mother ends a pregnancy and is discussing that with her family. I have also seen multiple high school graduates take what they learned in school in Oregon to other states where they are able to prevent unplanned pregnancies in friends with their knowledge of contraception.		The nuances about short- and long-acting contraception and the specific differentiation from emergency contraception is impressive and will be hugely powerful for people at risk of pregnancy in Oregon.		As someone who is from a state with abstinence-only education and raising their children in Oregon with comprehensive education, I have seen first hand how powerful this curriculum can be at preventing adverse outcomes during childhood, adolescence and beyond.
Portland Metro	Community-based or Non-Profit Organization Employee		Yes	Breadth of standards Wonderful to teach about healthy eating and healthy sleep and healthy ways to manage conflict.	First graders do not need to know about menstrual pads and tampons. This begs the conversation of ovulation and reproduction. It's just too early and not relevant to what first graders are thinking about. No to language "sex assigned at birth" Sex is observed and it is biological reality. It is not assigned and we are confusing children by not being truthful with them. I am a liberal and thus language will have negative repercussions on children's mental health. No to discussing safer strategies for oral, anal and vaginal for 7th graders. This is more appropriate in 9th or 11th grade. Still discuss biology, genitalia but no need for safer sex strategies for 12 year olds.		Too complicated for 7th graders to identify how discrimination and racism negatively impact sexual health. Worth while concept, but add this at a more mature age when kids can reason beyond binary thinking.			Do not make the promote an ideology through these standards. For example, delete the 8th grade standard "identify ways to promote health equity and justice". Teach about the body, about relationships, about safety at appropriate developmental times. Believe in kids enough to trust that they will do what their conscious compels them to do regarding how they use their voice. Do not groom them to think in one activist way. This is cultish and the social studies standards have been ruined by this type of thinking in Oregon. Kids will eventually see through this and it will backfire leading to bitterness and distrust of the public school system. We need more trust in kids and less agendas baked into our education standards.
Portland Metro	Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	White	No			Describe ways to prevent sexually transmitted infections (STIs), including the human papillomavirus (HPV) vaccine	Highlighting the value and importance of HPV vaccination is hugely important to the health of our children. Placing it in a global context (the role of HPV worldwide in contributing to early, preventable deaths) may help students to think in a broader context	"Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma" -- this is a great opportunity to highlight health disparities and the structural issues which place certain populations at higher risk of non-communicable diseases I like that they are grouped by topic rather than performance standards again. I makes planning curriculum much easier.	When did setting healthy goals leave the standards?	Sex education prevents abortion!!! Knowledge is power - I feel passionately that kids are capable of processing real-world information that's relevant to them and their changing bodies, and want my daughter to be exposed to accurate information about sexual health at school as well as at home
Portland Metro	Other Parent/Guardian/Caregiver	White	No Yes	Appreciate inclusion of how to talk to medical professionals about health concerns. Appreciate inclusion of social media/technology concerns and sexual health basics.	There is not any guidance on normal versus abnormal development. Up to 40% of adolescents have heavy menstrual bleeding leading to iron deficiency which disproportionately affects school attendance and performance for menstruating individuals (menarche is as young as 8 years old). I would propose the following addition related to menstrual health education: Current 5.GD.4: Describe the menstrual cycle and how menstrual products are used. Proposed additional: Identify warning signs for abnormal menstruation, including normal bleeding amount and frequency during puberty and common safe treatment options. This addition should be included annually beginning in 4th grade.	Inclusion of pregnancy options including abortion and pregnancy prevention and review of opioid overdose treatment	In the FNP section, I would propose elaborating on the point about eating behaviors: Current 8.FNP.3 Assess personal eating and physical activity behaviors Proposed: ...and discuss health impacts of undernutrition See comments related to K-5 standards for inclusion of menstrual health literacy in Growth and Development - proposed: Identify warning signs for abnormal menstruation, including normal bleeding amount and frequency during puberty and common safe treatment options.	I am impressed by the attention to political, economic, social and environmental factors related to food systems.	In general, there should be more focus on strategies for interpersonal communication which I would propose in the Healthy Relationships and Violence/Abuse Prevention section as: Describe steps to conflict resolution using peaceful communication. In GD, please add more assessment of the relationship between nutrition and health, such as: Discuss nutritional deficiencies that might result from disordered eating, food poverty, or common health conditions such as heavy menstrual bleeding.	Assessment for iron deficiency during childhood and adolescence is part of the CDC Bright Futures milestones but screening is typically only prompted when a child reports heavy periods. We need more education about menstrual health to allow self-evaluation of menstrual health.
Eastern Oregon	Early Head Start Teacher Other	White	No	Okay	Making sure the kids feel safe.	Okay	Making the kids feel safe and wanted.	Okay	Making sure they care about their selves.	Keep the kids in mind.
Southern Oregon	School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	Yes	Age appropriate material, use of medical terminology to refer to body parts. Kids should know the parts and how they work, just like any machine.	Not to have parents opt out of basics like body parts and how they function. Explaining things in a clinical manner in a familiar environment can help take away some of the fear and shame kids have when it comes to discussing difficult topic like abuse.					Acknowledgement of LGBTQIA+ identities and health/safety practices for them. Along with more mental health education.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer		Very little anymore.	Focus on how the body works, real health, the lungs, the heart, how exercise can help improve your health, actually have students exercise and not be on screens.	None.	Let the parents teach sex Ed at home and the schools stay out of it.	Worse than none.	Same as above.	Quit trying to keep parents out, make curriculum transparent, quit shoving transgender agendas at the students.
Portland Metro	Community-based or Non-Profit Organization Employee	Black/African American	No	Social-Emotional Health section is very strong	Make section 2.HRVP.3 inclusive of race, sexual orientation, and ability - similar to 3.HRVP.3	Strong Sexual and Reproductive Health standards	Many of the healthy relationship standards in grade 7 should be taught in grade 6.	High School looks great	N/A	
Southern Oregon	Community Member	White	No		K-4 seems really early to get specific about sexual orientation. I'm thinking that limiting information to what students specifically ask should be enough rather than doing direct instruction on orientation.					
Southern Oregon	Parent/Guardian/Caregiver	White	No	As far as I am concerned there are no strengths. I opted both of my children out of the incredibly progressive curriculum.	Stop sexualizing our children.	None	Focus on exercise, healthy eating and anatomy and biology. Leave all of the liberal agenda out of the classroom.	None	Focus on the facts and not opinions. Stop trying to make kids find their identity in their sexual preference.	
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No		I think it is unacceptable and immoral to teach gender theories to children especially without their parents being present. Our education system should not be teaching that to children. Sexual morals are not the school's prerogative. It opens the door for curiosity and for students to abuse other students.				The curriculum should be abandoned immediately. This curriculum was state mandated and it is against the moral beliefs of the majority of teachers and parents. Unfortunately most people are very unaware of what's being taught and mandated. The assumption is all parents agree and you have to opt out if it's against your beliefs. The mandate puts teachers in a place of compromise to their belief system and their rights of freedom. It also brings up topics that kids look up on the internet and influence other kids. Vulnerable kids are being harmed on the bus rides home and other places at school.	I morally oppose this curriculum. It should NOT be taught in schools!

Portland Metro		Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Multi-racial	Prefer not to answer	The indoctrination of students & staff will make pharmaceutical companies & doctors extra profitable, since encouraging gender mutilation surgeries will require participants to become dependent on medicines for their entire lives, as well as the need for extra surgical corrections due to the extreme complications which often arise (incontinence, need for colostomy bag, nerve damage so lack of feeling pleasure w/ sex organs.	Omit sex education for elementary students! Teach them healthy topics/lifestyles such as nutrition, the harmful effects of smoking anything, & the deadly effects of illegal drugs (show "The Faces of Meth" as well as videos of addicts contorting themselves while in the throes of addiction.)	The indoctrination of students & staff will make pharmaceutical companies & doctors extra profitable, since encouraging gender mutilation surgeries will require participants to become dependent on medicines for their entire lives, as well as the need for extra surgical corrections due to the extreme complications which often arise (incontinence, need for colostomy bag, nerve damage so lack of feeling any pleasure w/ sex organs.	Omit controversial subjects such as multiple genders (there are really only two-FACT!) Teach them healthy topics/lifestyles such as basic sex biology & pregnancy prevention/how to resist groomers & sexual assaulters, nutrition, the harmful effects of smoking anything, & the deadly effects of illegal drugs (show "The Faces of Meth" as well as videos of addicts contorting themselves while in the throes of addiction.)	The indoctrination of students & staff will make pharmaceutical companies & doctors extra profitable, since encouraging gender mutilation surgeries will require participants to become dependent on medicines for their entire lives, as well as the need for extra surgical corrections due to the extreme complications which often arise (incontinence, need for colostomy bag, nerve damage so lack of feeling any pleasure w/ sex organs.	Omit controversial subjects such as multiple genders (there are really only two-FACT!) Teach them healthy topics/lifestyles such as basic sex biology & pregnancy prevention/how to resist groomers & sexual assaulters/predators, teach them that violence is not ok in relationships--how to avoid unhealthy sexual relationships.	Gay Pride flags should not be in any classrooms, because they promote sexuality, which is not what schools are supposed to be involved with--leave that to the PARENTS! Gay lifestyles are fine, but any sexual promotions are not appropriate for schools--teach the basics instead! No secrets from parents--offer counseling sessions for parents & kids together!
Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer					Specific programs targeted toward student interests	Stop focusing on non-education items such as pronouns, etc.	Keep girls sports safe by not letting trans athletes compete at the high school level as is currently happening today.
Willamette Valley		Parent/Guardian/Caregiver	Multi-racial	No	Too much focus on sexual issues and not enough on getting kids caught up to be competitive/competent.	More emphasis on reading/writing/math, less emphasis on sexual orientation. That should be saved for high school psychology.	Middle school "health" standards are weak.	Not enough focus on resiliency in healthy lifestyles. We need healthy, capable, resilient youth. More emphasis on diet/exercise than sexual awareness.	I like that there's a P.E. class and health class talks a little bit about healthy diets…	More focus needs to be on overall health through the year. Physical/mental. Should be combined with P.E. to insure kids are knowledgeable on what it takes to keep a healthy body and mind. Core class.	I would like to see kids focusing on healthy living/lifestyle choices through the year as a core class. To promote abilities and personal fortitude through individual and teamwork activities.
Willamette Valley		6-8 Teacher 9-12 Teacher K-5 Teacher Parent/Guardian/Caregiver				It is not the public school's role or responsibility to educate students about adult content related to sexuality. Starting in the 3rd grade, the 2023 standards introduce human sexuality. In no way is this appropriate to be taught in a 3rd grade classroom. As the standards progress onward in grade level, the level of detailed instruction related to sexuality takes on language that is too explicit and is not meant for the classroom setting. In an era when our students are struggling with the basics to the point where they can not even compete on a global level our efforts should not be focused on subjects that is for the individual family to educate their children on. Firth grade is the appropriate age to introduce the basics of human sexuality (i.e. female anatomy, male anatomy, etc).	Providing students with tools to recognize inappropriate physical and verbal interactions and how to handle said situations.	Human sexuality standards as written are too explicit and go way beyond the scope of what is appropriate in the public school setting. There is absolutely no reason to go into details about the different forms of intercourse.	Providing students with tools to recognize inappropriate physical and verbal interactions and how to handle said situations. Understanding what it means to be sexually active and what outcomes could result from the decision to be sexually active are.		Introduction of human sexuality is being proposed to early in child development with some unnecessary additions regarding gender identity during very impressionable years of development. Much of what is being introduced starting in 3rd grade is not the place of the public school to educate the youth but rather the individual families.
Oregon Coast		K-5 Teacher Parent/Guardian/Caregiver			Comprehensive and respectful	Need more teaching in SUB category for K/1, specifically how to be safe with medicines					Thank you for being so complete in the topics
Southern Oregon		Parent/Guardian/Caregiver	Multi-racial	Prefer not to answer	Nothing. I notice much of it is aimed at sex and is politically biased towards "equity" and "gender fluidity" and frankly comes across as sexual "grooming"! Not appropriate for schools at all.	This is NOT appropriate for K-5!!!! Eliminate: K.HRVP.3 Recognize that there are many ways to express gender Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. HE.2.K.1 Identify who influences personal health practices and behaviors. HE.2.K.2 Identify school resources that support health practices and behaviors. HE.2.K.3 Identify how the media can influence health behaviors. HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender. 3.SRH.1 Explain that it is natural for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not. 3.SRH.2 Recognize that there are people in families with different sexual and romantic orientations and identities. 4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries. 4.HRVP.4 Demonstrate ways to treat	Nothing. It is a political agenda and not appropriate for schools.	See K-5 Standards comments.			This document needs to be majorly edited for political and sexual "gender" agendas. It is completely biased and will result in many lawsuits.
Portland Metro		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Biology is taught	Removal of all sexuality-related standards	Biology	REMOVE EVERYTHING related to the rainbow flag			STOP INDOCTRINATING CHILDREN
Other	Western Oregon not on coast	K-5 Teacher	Prefer not to answer	No	It's basic information at the correct comprehensive level of the children	I don't think it needs improvements					
Southern Oregon		Other	Multi-racial	No	I appreciate the inclusion of LGTBQ+ language and diversity	I am however concerned that there is no mention of "neurodiversity".	I appreciate the inclusion of LGTBQ+ language and diversity	I am however concerned that there is no mention of "neurodiversity".	I appreciate the inclusion of LGTBQ+ language and diversity	I am however concerned that there is no mention of "neurodiversity".	It would be beneficial to have neurodiversity used within these updated 2023 Health Education Standards.
Portland Metro		District Teacher on Special Assignment (TOSA)	White	No	Reduced number of performance indicators/skills to target each year, MUCH easier to "translate" into units of study, clearer numbering system, better distribution of DOK levels, better building of concepts/skills over grade levels, integration of TSEL, updated language in areas related to nutrition, substance use, healthy relationships/sexuality, for example... etc.	While I love the idea of the "Grade Level Skill Focus," their distribution (K-12) does not make sense to me. I also do not think that "observable health/safety practices" should be the focus of any year, let alone every year. See my general comments, below.	Same comments as above, for Elementary.	Same comments as above, for Elementary.	Same comments as above, for Elementary. AND I appreciate the addition of risk reduction and overdose response to SUB.	Eliminate "Focus Skills" in HS - Given that a full credit of Health is required for graduation, there is enough time especially if they are introduced throughout K-8. HS should be the time/opportunity to practice all at the deepest level possible. If Focus skills, are kept at this level, I do NOT think those selected are a good fit. Advocacy is good, but a deep dive with Goal Setting seems more appropriate for younger students. Observable health behaviors is not appropriate - Unexperienced educators are likely to try to grade/judge on student health behavior, which is not okay. A better fit would be Advocacy, Accessing Information (If anything, this should be the skill focus on every school year because it is so important and "grows" with the student to the point where we want HS students to be able to be very savvy at accessing and analyzing their sources of information), and Analyzing Influences. HS.HRVP.1 - Missing the word, "in." I'm not sure that I understand HS.SFA.5's (Examine accessibility laws and practices for people with disabilities and identify why they are important) direct connection to Safety and First Aid. I could see it in general Wellness and Health Promo, but I would need more direction to understand why it's with SFA specifically. I see mention of "intuitive eating" in FNP in earlier grades, but not in HS. Please add something related in HS as well - It's VERY important that students continue to get this messaging through their teen years.	Overall, I think this looks great and a vast improvement from the 2016 version. My biggest feedback at this point is that I think that the Focus Skills need an overhaul. For one, while I understand why "observable health/safety practices" needs to be a standard/skill, I do NOT think that it should be a focus skill any year, let alone EVERY year. With the exception of observable skills like first aid/CPR, it's just too easy for this one to turn into the judging/grading of student behavior, which is NOT okay. Also, the distribution of other skills is awkward with the same skills repeated over and over, and others only focused on once, in HS. I think that the idea of Focus Skills would work much better if they were better distributed throughout K-8 and completely dropped in HS.

Southern Oregon		Parent/Guardian/Caregiver	White	Prefer not to answer	It wording is very vague and goes in circles.	There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.		There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.		There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.	There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.
Portland Metro		Parent/Guardian/Caregiver	Black/African American	Yes	They are lacking right now actually	Teach facts not ideology and politically biased fiction	Lacking	Teach facts not ideology and politically biased fiction	Very lacking	Teach facts not ideology and politically biased fiction	Get rid of this fictional and harmful trans ideology.
Southern Oregon		K-5 Teacher				The required content regarding teaching gender and sexuality is not age appropriate. The required content for naming and visually showing students anatomy is not age appropriate. Part of my curriculum in 3rd grade focuses on community health. This is vague and not a concrete subject for 8 year olds. Why can't we teach body systems or something else more engaging?					I think we are exposing children to content too soon. Not all students are mature enough to handle the content. Why can't we keep them kids as long as possible?
Southern Oregon		Community Member		Prefer not to answer	I feel it is forceful to one vision	Keep some things to basic info of the human body	In my experience my child cried everyday because they were made to feel they were not allowed to have their own thoughts!	Be open to both conservative and liberal lifestyles not just liberal!! Indoctrination is not the answer	Strength is indoctrination to one view	Let kids decide before forcing beliefs on them! Let them be kids!	Let kids be kids! Sexuality is not the most important! Prioritize math and science!
Portland Metro		District Teacher on Special Assignment (TOSA)	White	No	- I like that the concepts are separated from the skills.	- I'm not sure how helpful it is to include skill 7 repeatedly. Though I do think it is easier to assess health enhancing behaviors in elementary because they can do simple things like wash their hands.		- I believe Skill 7 should be identified for MS or HS. It would be nearly impossible to assess their ability to practice health enhancing behaviors without making subjective judgments. - It appears that skill 7 is prioritized over all the other skills and that doesn't make sense.		- I believe Skill 7 should be identified for MS or HS. It would be nearly impossible to assess their ability to practice health enhancing behaviors without making subjective judgments. - It appears that skill 7 is prioritized over all the other skills and that doesn't make sense. - It also doesn't make sense that goal setting and advocacy are only prioritized in high school. - Prioritizing skill 3 makes the most sense in HS when they will become more responsible for caring for their own health.	
Southern Oregon		Community Member	White	No		Let parents be parents!!!!! Kids need to be kids not worrying about having sex changes. Don't teach them to lie to their parents.		The same as above. Kids don't need to be persuaded by adults that go behind parents. Abortions shouldn't be allowed at all.		Same as above	I truly believe if we was to put God first, prayer back, and teach the real history even if it hurts. Don't make lower standards make them high USA would a lot better off. If the teachers don't want to teach reading, writing, math just as they did 50 years ago our kids would be leading the world.
Columbia Gorge		6-8 Teacher Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Hispanic/Latino(a)(x)(e) White	Prefer not to answer	All Standards, not just K5: Clear, progresses through the grades, relevant, and informed--awesome!!		All Standards, not just 6-8: Clear, progresses through the grades, relevant, and informed--awesome!!	There is A LOT to cover in the standards. As a past health teacher, it was nearly impossible to get through everything. This is much better, as the standards are more specific. I do feel like breaking some of them up thematically would help with the shear amount of content. For example, focusing on nutrition and physical health in 6th grade, social/emotional and abuse 7th, and then sexual education broken up in each grade: 6th=puberty, 7th=abuse, 8th=health relationships/pregnancy.	All Standards, not just HS: Clear, progresses through the grades, relevant, and informed--awesome!!		
Southern Oregon		Community Member	White		I like that the broad concepts are introduced early, and specificity builds over the course of the elementary years.	Expecting kindergartners to "analyze" any concept probably exceeds their cognitive development. With very few exceptions, they do not grasp abstractions, so giving concrete examples of the concept and asking them to tell a story using the example is better pedagogy.	It is good that many of the 6-8 standards address the physical and emotional changes these students are experiencing.	Obesity is one of the most harmful health issues for American children and should be addressed specifically, not only as a physical health problem, but also the emotional consequences in our fat-shaming society.	It is a strength that the high school standards are all-inclusive and do not shy away from content that some will consider controversial. Health education must be factual, not political.	The high school standards seem well suited to the 9-12 age group.	I hope that ODE's public communication about the new health ed standards will not get mired down in defending this curriculum against the very predictable claims that it is "indoctrination."
Central Oregon		Parent/Guardian/Caregiver	White		There are no strengths.	Get rid of it completely!	Inappropriate	none	none	none	Stop trying to sexualize our children!!
Portland Metro		Community Member	White	Prefer not to answer					Awesome! So inclusive and comprehensive		
Southern Oregon	OR	9-12 Teacher			They need help! Expand understanding of sustaining life on the planet vs the destruction of life.	Basic understanding of working systems in nature which affect human health. Understanding of food production which includes conventional pesticides vs organic. Basic understanding of sustainable environment, toxic free, clean water and air and how oceans and forests protect and enhance human and non-human health	They need help! Expand understanding of sustaining life on the planet vs the destruction of life.	Basic understanding of working systems in nature which affect human health. Understanding of food production which includes conventional pesticides vs organic. Basic understanding of sustainable environment, toxic free, clean water and air and how oceans and forests protect and enhance human and non-human health.	Strengths, are there any?	1st, shouldn't this question be grades 9-12? Basic understanding of working systems in nature which affect human health. Understanding of food production which includes conventional pesticides vs organic. Basic understanding of sustainable environment, toxic free, clean water and air and how oceans and forests protect and enhance human and non-human health. Mandatory sustainability and environmental education classes. How can anyone teach Health without these issues in the forefront? We are NOT teaching how to function nor survive in this ever changing world.	I have the program, taught and written by me, for 10 years. I would share it if anyone thought it might work. It will and it will keep students engaged and in school!
Southern Oregon		Parent/Guardian/Caregiver	Native American/Alaskan Native	No	Nutrition	Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.	Nutrition	Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.	Nutrition	Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.	I do not approve. Schools are to teach academics...reading, writing, math, history, not growth and development, sexualdevelopment and reproductive health. That should be left to the parent.
Willamette Valley		6-8 Teacher	White		I skipped them.	N/A	Not as many as in the past. I do like that there seems to be less focus on LBGTQ+. There was to big of a focus on that topic specifically in the past standards.	In the past there was such a strong focus on advocacy, reliable info., goal setting, etc. and now there is very little. Seems like a big shift. Not much on Diseases as a whole. So many on Sex Ed. at each grade level.	N/A	I skipped them.	The state needs to have curriculum available that teachers can actually teach to these standards at all grade levels. I'm going to say at the elementary specifically but all grades would benefit.
Portland Metro		9-12 Teacher	Prefer not to answer	Prefer not to answer					The new standards have addressed the fentanyl and trafficking epidemics that are going on in our state and directly impact teens. The new standards address more holistic health concepts as well as diversity, equity, and inclusion.	For the high school standards, the "Food, Nutrition, and Physical Activity" section mainly covers nutrition. I recommend that the ODE maintains the standard from 2021 in which students find their target heart rate and develop a personal fitness plan. Heart disease is the number one cause of death in our country. Nutrition and physical activity need to coexist in the prevention of this lifestyle disease. Cancer is the second leading cause of death in our country. I recommend that we have a standard related to cancer screenings. I would revise the followig standard and include skin, breast, and colon cancer screening language. HS.WHP.4 Identify individual practices that protect vision, hearing, skin, and teeth.	
		Community Member			I see many affirmative areas in this curriculum.	Drop the areas that deal with a person or person's gender. This boders on indoctrination. Gender should be addressed in the home environment		Once again, gender is a family matter.		Abortion should not be promoted within the school system.	

				Basics of Health such as first aid and brushing of teeth, etc	The continued agenda pushing of racial and gender identity will continue to bring more opt outs by families, more online credits, and advance the flourishing private school and homeschool attendance in Oregon.	See above	See above	See above	See above	This is literally the type of educational agenda pushing that is causing the mass exodus from Oregon. The student declines will continue, learning mass shortfalls and the upcoming strikes that are forming this year.
Oregon Coast	9-12 Teacher			Most are age appropriate	Sexual identification is not age appropriate for pre-pubescent students.	Most are age appropriate	Move away from the political issues and stay grounded in individualized health.	It appears more up to date than the former standards	Grades 6-8 are not in high school, so I will assume that you mean 9-12. The big challenge is to not get political, stay current, and stay real with the students.	
Portland Metro	Other		Prefer not to answer Yes	I don't know	Better Health and education	They help teen for be better including help their children/baby.	I don't know.	Help teen in their problem especially mental health so teacher and counselor help student for better life.	I don't know	Help people do difference.
Southern Oregon	Community Member K-5 Teacher Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Really like the focus on nutrition, teeth, water consumption and basic health. Like the introduction of negative social media influence. Nice to focus on substance abuse and the effects of drugs	Many of the standards are not age appropriate. Examples- Guns and gun safety for kinder Menstruation and pad use for 1st grade Gender identities for 1st grade In second grade the focus on anxiety, sadness and isolation might put these ideas in an otherwise happy child 3rd grade focus on relationships and affirming language. These are kids. They don't need this at this stage. It seems as if sexual relationships are introduced in 4th and 5th grades. This is not age appropriate. This should be middle school.					Please be conscious of a parents right to introduce these sensitive concepts when they feel their child is ready. Sex, gender, depressions and mental illness are all things that are very sensitive for some families and some religions. When schools try to take this on, they are making these sensitive topics one size fits all. This is not what is best for children. These are family issues, they don't belong in school.
Oregon Coast	Parent/Guardian/Caregiver			5th graders do NOT need to be learning about sexual intercourse. What professional says that is ok? A pedafile?	Drop the intercourse and anything to do with sex until 8th grade	Food efucation	Why is there a push to include anal sex? That is not normal. That is Sodomy and illegal in most states. Do you want kids to learn to be criminals? What are you doing to these kids? This is sexual deviance. Anal sex should not be taught. And abortion should be discussed with patents NOT the school			Stop pushing sexual deviance and premature, immaturity sexuality lessons in 3 through 6th
Oregon Coast	Parent/Guardian/Caregiver		No	I think teaching students about healthy eating, where their food comes from, natural disasters, and internet awareness are all really important topics.	I am concerned about the early introduction of sexuality in our classrooms. I think 3rd grade is too early to be discussing sexual and romantic orientations and identities. I'm sure it sounds archaic in this day and age, but let's let kids be innocent as long as possible.	I think teaching kids CPR and how to use an AED is great.	I do not agree that anal sex should be taught in the classroom.			I hope the ODE will hear the parents who are expressing concern about the early introduction to sexuality in the classroom. I am not against gender inclusivity. I do not want my 7 and 8 year olds to be discussing sexuality.
Southern Oregon			Prefer not to answer	The strength is the nutrition and physical activity parts	Sexual education of any kind including your ideas of different genders when they are only 2 and the rare occasion of a 3rd should be left out of our children's education. Teaching them kindness (instead of the bullying that you teach and encourage towards others that have a different opinion of the agenda) should be left out.					Teach kindness and acceptance of all students not an agenda that is leading to population control. Students are very influenced by peer pressure (that is highly promoted in public school) You advocate for students with different beliefs to be bullied by the students that follow your given agenda. There should be no special treatment for students who are lgbtqia+ which is clearly not inclusive of straight students or those that don't follow your agenda.
Central Oregon	K-5 Teacher	Prefer not to answer	Prefer not to answer	Specific to kindergarten, just teach nutrition, dental health, and communicable diseases and how to prevent them. The rest is ridiculous!	When did it become an educators job to teach all of this extraneous information? If a teacher taught everything on the list, they wouldn't have time for reading and math! So we're going to have more illiterate children, but they'll know all the names of their body parts! They can learn these things when it's more developmentally appropriate!					When did educators become responsible for teaching things that should be the parent's responsibility? Our scores are going down and we aren't developing a competent workforce. Instead we're required to spend time on this. Look at the rest of the world, is this what they spend their precious classroom time on?
Portland Metro	Parent/Guardian/Caregiver	White	No		Proposed additional: Identify warning signs for abnormal menstruation, including normal bleeding amount and frequency during puberty.			Important to include information about pregnancy options including abortion. Important to include information about all methods of birth control.	Reiterate normal and abnormal menstrual bleeding patterns - amount and frequency	
Oregon Coast	Parent/Guardian/Caregiver	White	No				My 6th grader has no need to learn about oral or anal sex. learning about reproductive health is 1 thing. learning about anal is out if control.			
Portland Metro	6-8 Teacher					Strengths: Oregon state law mandates comprehensive sex education, and within that mandate, or house bill, I should say, is the inclusion of the concept of consent. I'm not sure if education around healthy versus unhealthy relationships is in the state standards, but it has been part of the training I have received, and curriculum I've delivered, and I believe this is a strength as well. Teenagers are so engaged in the topics surrounding friendships, dating, sexual intimacy, etc. It is a lost opportunity when we don't spend the time with them on these subjects when they are so obviously leaning in, and win their health and success as adults depends so much on their knowledge and skills in these areas.	We need to prioritize relational and sexual health over topics like nutrition in the middle and high school years. I'm not saying nutrition isn't important, but the extent to which kids are needing and engaging with topics related to relationships and sexual health is a clear indication of what they really need.			

Portland Metro	6-8 Teacher	White	Yes				Why are 6, 7, and 8 grades focused on the same three skills? Why isn't each year a different set of skill focuses? I teach the same kids every year, and the same content subjects every year - the skills focus are what has been different. I do not support this shift, especially since HS repeats a focus on Skill 7! Sexual health standards specifically call out vaginal, anal and oral sex - there could be a mention that sexual behaviors include sexting, manual sex, masturbation, sex with toys... When we only talk about sex in terms of pregnancy and STI transmission prevention, we ignore so many sexual behaviors. Can we at least name a wider variety of "sexual behaviors" in the standards?			I would like to see these new standards clearly aligned to the skills standards. Currently, I cannot even tell what skills are tied to some of these standards. It needs to be clearly labelled.
Southern Oregon	Community-based or Non-Profit Organization Employee			It is missing any mention of protecting children from sexual abuse and what to do if anyone is inappropriate with them. The content actually seems more like grooming, it isn't teaching them to protect themselves and their bodies but instead teaches them that it is normal to be touched. Very concerning	Remove current content and replace it information about boundaries, private body areas, and how to get help if you are being abused. Continue content for sexual/reproductive development.	Absolutely appalling. Teaching what anal, oral, and intercouse is. Surely there is a better way to teach sex Ed.	I think the content is going to make kids feel like these are things they are supposed to be doing and they are abnormal if they aren't. There is good curriculum on the website culturereframed it is a professional website using evidence based sexual education. Model program after them.		Use content more inline with culture reframed. Teach dangers of media and the brain, teach safety and how to protect themselves.	I think this content inadvertently sexualizes kids. I work in the community with abused kids and they need more information on how to protect themselves and we need to change the oversexualization in our society especially among children.
Willamette Valley	Other				Vehicle safety. Oregon Law requires the use of booster seats until 8 and a seat belt fits. Observations would indicate that many 1st, 2nd and 3rd grader who should be i booster seats are not. Vehicle is only mentioned in K standards. And is there enough guidance for educators to understand booster seat use?				Vehicle Safety. Teen years are some of the greatest risk for motor vehicle safety. Nothing is mentioned. Seat belt use for every passenger, not riding in bed of truck. Not driving under the influence. No texting and driving	At some level is it pretty overwhelming to see the scope of what education is being asked to do for health standards. This is very comprehensive. Would be wise to better look at vehicle safety. ODOT has amazing traffic safety team that could contribute to this effort.
Eastern Oregon	Community-based or Non-Profit Organization Employee	White	No							I think all grades should be required to provide nutrition education. In my experience kids are willing to try new foods and are more willing to try to change poor eating/physical activity levels after receiving nutrition education.
Willamette Valley	District Administrator	White	No	They all look fine except you have self regulation starting in 3rd grade. That should start in Kindergarten. By the time the kids reach 3rd grade its too late they are bigger and can do more harm to themselves and those around them.	Self regulation teaching needs to begin in Kindergarten and Pre-K. Please take this to heart. This change could mean the difference from an exploding 3rd grader who is 4ft and 125# now. from a kinder who is ready to learn. In our community, the teaching around "gender expression" and accurate names for "genitals" will have our community in an uproar. A literal uproar! If implemented, this will result in additional costs, as districts will look to contract this out as our staff DO NOT want to teach this to elementary age kids, like we do with P. Parenthood for 5th grade Human growth and development.					This is going to create significant opportunity for conflict in our community.
Southern Oregon	Educational Services District (ESD) Employee		No							It is ABSURD to bring this up to a 1st Grader or any grade before they are grown adults: Analyze the differences and similarities in how people with different gender identities are expected to act. Let these kids grow up making some decisions once their brain has developed as an adult...not as a child. Only when they are in their 20's should they be able to make such massive decsions. They are influenced by everything around them. As an educator, it is our job to keep them safe..not allow them to jump in any direction regarding their sexuality!!! This goes for all of the grades. Shame on this state.
Columbia Gorge	Community Member			Holistic approach includes wellness, health promotion and SEM	SUB: K-2 include the "ask" skill. Very important to relationships and interpersonal skills. Prevents exclusion and bullying which is upstream to preventing substance use. More on self care - breathing, medication, body/mind awareness, Overall more focus on internal power.	SRH HRVP; good, fact based and appropriate information	SUB: include gaming and gambling use, misuse and abuse	focus on laws, rules, policies and regulations is an important approach to overall community health - recognizing the difference between individual choices and how policy and systems impact our health.	SUB: include gaming and gambling use, misuse and abuse SUB: similar to SEM would like to see more action (i.e. advocate for safe and drug free communities)	Oregon is hit hard by drugs. Drug prevention should be started among school children and teach them not to use tobacco, alcohol, and drugs when they are young - not now and not ever! What are the ways that schools are evaluated that they are reaching these standards? What is the process for evidence based, trauma informed and factual education? More SUB in primary K-5. Partner with local public health.

Willamette Valley	District Administrator	White	No	Including SEL, mental health, and safety as part of health education.	Sexuality, gender, and menstruation are deeply personal topics in our community. Families view these topics as overstepping our educational bounds. ODE including topics such as these at the K-5 level creates a political controversy that public schools are forced to navigate. The first grade standard specifically that is expecting teachers to teach 6 year old students about tampons and pads is an example that is inappropriate. As a female that began menstruating at a young age, I understand bringing this information down to upper elementary is appropriate. Taking it down to first grade is not. And it is putting our teachers directly into the political minefield. Our job as public educations is to build trust with our communities in order to support our students as they learn and grow. Instead ODE is setting up our public schools and educators to do battle. Our lack of teachers and our drop in student enrollment is directly related to the public's trust and relationship with our schools. ODE is responsible for contributing to this trust and relationship.					
Portland Metro	Community-based or Non-Profit Organization Employee	White	No	I am thrilled to see the thoughtful way the health standards build upon each other as children progress through K-5, particularly in the areas of Health Relationships/Violence and Abuse, Social, Emotional, and Mental Health, and Growth/Development + Sexual and Reproductive Health. I work professionally in the field of violence prevention and response and helping kids learn these skill sets, boundaries, and accurate terminology from a young age is so crucial to preventing violence and abuse throughout those kids lifetimes. We know this to be true from really solid data and research, as well as from the experiences of kids themselves, and it is great to see Oregon using that data to implement these standards. This WILL make youth, families, and communities safer and promote positive development.	I have no improvements suggested at this time.	The focus during these years of helping middle school students understand how to access safe adults and community resources for unsafe or unsettling situations is terrific. Especially at this age where young people are really starting to practice autonomy, it is important to help them know and practice how to connect and reach out when needed.	There is some mention of different cultural practices related to food, which is terrific, but it would be great to see more inclusion of cultural differences embedded in all of the topic areas, including different approaches to wellness, medicine, and healthcare.	The inclusion of accessibility laws and practices for people with disabilities is terrific. Also, I really appreciate the reiteration at this age that abuse is never the victim's fault and the focus on analyzing how stereotypes can influence people's understanding of gender. The inclusion of education on people, including youth's, rights during these grades is critical. This is key to build upon the empathy and understanding that have been practiced in earlier years and begin to see ways that youth can set boundaries within their rights, report violation of their rights, and advocate for themselves and their peers in positive, supportive ways.	No recommendations for improvement.	We are in a time where politically motivated resistance is limiting what information youth have access to and what avenues they have available to them. There is little to nothing that will help our communities thrive, be safer, be more connected, and more well adjusted then supporting access to age appropriate education about people, communities, mental health, physical health, violence, abuse, and bodily autonomy and understanding. I applaud Oregon for recognizing and including these items in the health standards and encourage ODE to continue to stand behind these approaches that we know work. Thank you.
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		I do not approve of K.HRVP.3 The public school system should not be taking it upon themselves to teach outside of actual science. Especially not at the kindergarten level. 3.SRH.2 "different sexual and romantic orientations". This could be presented in a wide array. Again, generally speaking this is not appropriate language for 8 year olds.					I have an incoming kinder and 4th grader. We chose to withdrawl from the public school system in 2020 due to the fact that our values do not align with our current school board. More so the means to the end vs the end. That being said I generally agree with the proposed standards with the exception of certain items under HRVP, GD and SRH. I think the school system is overstepping and veering from actual science in introducing certain material too early. Our children will not be returning to the school system any time soon which is incredibly unfortunate since we have no choice but to pay into it.
Eastern Oregon	Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Kindergarteners do not need to be taught to recognize many genders. Genders shouldn't even be a topic for that grade. First grade should not be discussing the need for feminine hygiene products nor should they be talking about romantic feelings and attraction. 2.WHP.5 should also include trusted adults outside of school. 5.GD.5 should not be discussed in a classroom setting 5.GD.6 mus include parents and guardians are trusted individuals. 6.GD.5 & 6.GD.6 are not appropriate for classroom discussion.		6.GD.5, 6.GD.6, 6.SRH.1, & 6.SRH.2 are not appropriate for classroom discussion. 7.GD.4 sexual and romantic orientation should not be discussed in a school setting. 7.SRH.2 should be removed since 7.SRH.5 discusses contraceptives. 8.GD.4 & 8.GD.5 should be removed. We shouldn't be shoving gender ideology down their throats.			Most of the sex topics are started at too young of an age and gender identity and the ability to choose your identity should not be discussed in classroom settings. Those are discussions to be happening at home.
Central Oregon	Community Member Other Parent/Guardian/Caregiver School Volunteer School-based Coach/Specialist		No	Non. Just look at our graduation rates and how the State ranks among the other 49 states.	Go back to basics. Abandon DEI, CRT, and Gender issues that dont belong in school anyway.	Non. Just look at our graduation rates and how the State ranks among the other 49 states.	Go back to basics. Abandon DEI, CRT, and Gender issues that dont belong in school anyway.	Non. Just look at our graduation rates and how the State ranks among the other 49 states.	Go back to basics. Abandon DEI, CRT, and Gender issues that dont belong in school anyway.	Stop sexualizing children!
				Sequencing and content seem developmentally appropriate.	None	Developmentally appropriate	Too many for the amount of time actually spent in a health class.	Comprehensive and inclusive.	We only require students to take 1 credit of health their entire HS career in Oregon, yet we have standards that would take at least 2 full years to cover in a way that actually serves our students. We need to require more health, or trim this down to make it meaningful for students and their Health Teachers OR increase the amount of health education students need in high school.	I love how the sexual and reproductive health standards are inclusive and are in line with reality.
Central Oregon	Parent/Guardian/Caregiver				Stop pushing gender studies and discussions on children.		Stop pushing gender studies and discussions on children		Stop pushing gender studies and discussions on children	Stop pushing gender studies and discussions on children
Other	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Teaching kids about health, nutrition, and safety are important.	Sexual discussions are wholly inappropriate.	Social and familial discourse about health and safety are appropriate.	Sexual discussions before grade 8 are inappropriate.	None	Advanced discussions of sexuality beyond safety and biology are wholly inappropriate.	Obsessions with sexual discussions on the behalf of LHNTQUIOPLMMOP groupsare obscene

Central Oregon	Community Member Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).			No need to discuss sexual preferences or any other private body function. This is not the role of public school education.	Please see above	None	Discussing anal sex, oral sex, abortion, dental dams—none of this has any value in a public education setting. Very disturbing. This is the kind of language that should frighten every parent.	No strengths	Stop indoctrinating the children.	Stop talking about sex, period. Start teaching math. Reading? Writing. Science! Something that adds value to the community as a whole. Everyone figures out sex. Everyone.
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Overly strong presence focused on sexual ed	The education should be Focused on healthy choices, nutrition and exercise.	Heavily focused on sex ed.	Leave sex ed to us, the parents! Focus on healthy choices, nutrition, exercise!	Too heavily focused in sex ed. Leave that to us parents!!	Leave sex ed to us, the parents! Focus on healthy choices, nutrition, exercise! How our physical body responds to positive and negative impacts.	Stop the sick sex education and go back to simpler health.
Willamette Valley	K-5 Teacher	White	No	A strength I noticed was that in every standard it addressed the need to locate a trusted adult to talk to and to identify which person that would be for each student.	For the healthy eating in fifth grade, I did not notice the food pyramid or portion control. Also, I did not notice it included the parts of the brain and their functions, as it correlates with emotion, behavior, and decision making.					So, we are no longer to use the Body Shop curriculum or is there another curriculum that will be required?
Willamette Valley	Community Member Parent/Guardian/Caregiver			Understanding physical health and relationship between nutrition and health.	To remove ALL teaching and references to sexual expressions, sexual behavior, sexual body parts and gender identity. These K - Grade children are not mature enough to have this type of information fed to them by a public school teacher. Their young minds will most likely be confused and life changing emotional trauma could be the result.	Understanding physical health and relationship between nutrition and health.	Remove all teaching and references to sexual expressions, sexual behavior and gender identity. Middle School children are at a vulnerable age and teaching sex lessons including identifying the human sexual body parts and their functions is inappropriate for a public school course. These types of conversations should be done at home by the parent(s) or guardian.	Understanding physical health and relationship between nutrition and health. Understanding personal health practices and behavior. Be able to identify the human sexual and reproductive systems and functions.	A public school teacher has no business teaching high school students (children) about sexuality including sexual expressions, behaviors, how to demonstrate on anatomical models the steps for how to perform breast, testicular and genital self-exams, how to use a condom, how to foster intimate sexual relationships and more……. Quite honestly this document is promoting sexual relationships in teens and how to go about it, This is not the public schools job.	This draft is overwhelmingly upsetting. To think the state public school system is planning on promoting sex relations for children; to influence health beliefs and behaviors that could have devastating consequences. This Health Education Standard you are proposing could very likely create an environment where children are hesitant to discuss their learning material with their parent(s) or guardian. I am overwhelmingly against this Health Standard draft. If you decide to proceed with this agenda then you MUST at least give parents the option to OPT OUT of this school subject.
Portland Metro	School-based Coach/Specialist	White	No	Seems to be comprehensive; like the awareness and goals for students in self-advocacy	1. (5.GD.5 Identify the differences and similarities between gender identity, gender expression,gender roles, and sex assigned at birth.) This can get confusing even for adults. Is there a way to slow roll this in 5th and finish in 6th? For example focusing on birth assigned gender and how each individual may not conform to that role and they have the freedom to do so?		Most 6th grade looks great - (6.SRH.2 Define vaginal, oral, and anal sex.) this one may get a fair amount of parental push back.....esp when 6th grades are still in elem buildings....shouldn't matter but somehow the parents feel that their kids are a bit more "protected". I like the exploring of sexual feelings, pressure they may receive, etc. As a former 6th grade teacher, not sure I would even feel comfortable teaching this particular standard.			If we want the most kids to get the biggest bang for the buck, some smaller incremental steps, especially where topics around sex and sexuality are introduced, to go a little slower. I'd like to see us avoid some of the issues of other states without avoiding. I want all my students to be able to benefit from good topics of discussion and unfortunately - especially in this divided political climate - many students will excluded by their parents from participation. And it may be only one or two standards they object to, but they will end up opting out of large swaths because the trust isn't fully there.
Southern Oregon	Parent/Guardian/Caregiver	Other			Get rid of gender ideology and age inappropriate material such as telling first graders about menstrual pads.		Get rid of gender ideology which is opposed to real science and real biology. It is so confusing to kids and causing an explosion in "nonbinary" kids or those who think they can become the opposite sex. Instead affirm the boys and girls can like and do things associated with the opposite sex. Gender ideology encourages kids to adopt stereotypes to show they are the other gender.			
Oregon Coast	Parent/Guardian/Caregiver	Native American/Alaskan Native White	No			The Health and Socioemotional areas of instruction are not rooted in strengths-based or positive language. It's not trauma informed. It's about teaching kids what not to do by sharing the concepts of abuse, drugs, etc. Our kids will learn better when they are empowered to make good action plans about their lives, not scaring them				
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Personal hygiene, healthy diet and activity level are age appropriate conversations for educators to have with elementary aged children.	Discussion of "affirming identity", "affirming language", "puberty", "sexual and romantic operations and identities" and "enjoy(ing) consensual affection" between educators and 3rd grade, 8 and 9 year old children is highly inappropriate. 3.SEM.2; 3.HRVP.1; 3.HRVP.3; 3.GD.5; 3.SRH.1; 3.SRH.2					
Portland Metro	Community Member		Yes	Really appreciate the standard about medically accurate names for genitals as well as the early focus on culturally sensitivity around food choices and encouraging a variety of foods while avoiding sugary beverages.	I think specifically in the substance use/misuse category having a standard about not taking medication unless it is directly given to kids to prevent unintentional overdose is important. I would also advocate for a standard teaching kids to look for a marijuana symbol on candies they find to avoid ingestions.	Great emphasis on identifying lots of different orientations, not just straight/gay/bi., as well as different methods of ST! prevention and options for pregnancy. I also think the standards around social media use/safety are really important.		great to talk about trafficking and different types of abuse, really important information		
Oregon Coast	Board member Community Member Other Parent/Guardian/Caregiver	White	No		There needs to be nothing about "gender identity" that's disturbing and goes against so many families beliefs. You're overstepping your bounds by putting this into curriculums.		See above. There should be nothing being taught about "gender identity." It's made up, it's not a two thing and you're just pushing kids into a life if misery by shoving it in their faces. You are child abusers and you're sick.		See above comments.	
Southern Oregon	Parent/Guardian/Caregiver	White		Na	Teach actual education, more hands on	Na	Teach actual education, more hands on	Na	Teach actual classes that give our young adults career options, work ethic and thinking outside the box	

Willamette Valley		Other		No	Among the items which caught my attention are the Standards on Healthy Relationships and Violence Prevention. I am a school counselor educator and find these and many of the other Standards so closely related to the outcomes that school counselors want to include in their comprehensive school counseling programs.		This actually is a comment about both the middle school and the K-5 standards and that is that the ATOD standards are presented early in elementary which is as they should be!!		Much appreciate the Standards related to reducing harassment and bullying behavior.		I am a motivational interviewing practitioner and have felt that one area not addressed in these standards is how students can motivate themselves to change behaviors which are self-defeating/deleterious.
Willamette Valley		Community Member Parent/Guardian/Caregiver School Volunteer School-based Support Staff (Paraprofessionals, Education Assistants, etc).	Hispanic/Latino(a)(x)(e) White	No	The Safety and First Aid (SFA) portion is appropriate and relevant at every grade level.	Health Education should focus on developing healthy habits, knowing safe practices for home, school, online, and out in public, as well as general first-aid, developing healthy diet and exercise habits, drug/alcohol abuse prevention, and biological growth and development to include internal and external anatomy, as well as physical changes associated with puberty. SEM should focus on respect for self and others, advocating for one's self and others, and knowing how to identify and discuss one's feelings along with self-regulation. HRVP should focus on identifying helpers and trusted adults, building and maintaining friendships, and what mutual respect looks like and what it doesn't look like. SRH should focus on the biological process from conception to birth. The difference between physical and mental maturity, and how to recognize, express, and respect a person's physical and emotional boundaries. An introduction to sexually transmitted diseases and their prevention would also be appropriate. Anything beyond these parameters in any category does not belong in elementary schools. Anything more specific is a parent's responsibility. When you stray from the general, you'll undoubtedly trample someone's beliefs. Schools should be a safe place for all students,	The Safety and First Aid (SFA) portion is generally appropriate and relevant at every grade level.	Explaining the importance of respect and analyzing influences which affect decisions about eating and physical activity should not fall under FNP, which should only focus on food, nutrition, and physical activity and how it relates to a healthy body. Growth and Development does not need to include the topic of masturbation. The discussion of the importance of affirming healthcare infringes on the rights and beliefs of students/families whose beliefs are counter to that. Healthcare (standalone) is important to everyone. The topic of sexual orientation is outside of the public-school purview. SRH should be limited to the physical and biological development of bodies, physical and emotional maturity, and the importance of safe practices. The discussion of various types of sexual acts is beyond the purview of the school, as is the discussion of pregnancy options. Any reference to "affirming identities and perspectives" does not belong in the curriculum as it cannot be objectively aligned for ALL students. The same is also true for the term "justice." HRVP should focus on how students can build and maintain healthy relationships, how to recognize unhealthy relationships, and how to recognize and seek help when	I think overall the Standards set forth for High School students are appropriate and relevant.	HRVP, the need to include the term "affirm one's identity" is not necessary with regard to the ability to manage and express thoughts, emotions, impulses, and stressors. An explanation with regard to "identity affirming support" and the improved health and wellbeing of a person is debatable and controversial and infringes upon student/family rights and beliefs. Again, sexual and romantic orientation does not belong in the public-school sector.	Controversial topics such as gender identity, sexual orientation, privilege, injustice, and graphic sex which are not universally accepted should not be included in the Health Standards as any instruction with regard to these topics is subjective and infringes upon students/families rights and beliefs.
Central Oregon		Parent/Guardian/Caregiver	White	No	I appreciate the topics taught in the health units - learning about how our bodies work, safety, first aid, etc.		I appreciate that my child's school leaves some of the units of the state health curriculum as optional. It gives the control to the parents so we can decide what we want our kids to be exposed to. Please don't change this!!				
Southern Oregon		K-5 Teacher Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	I like the TSEL standard on teaching on dysregulation. Very helpful to teach about in school. First aid and safety are also important for students to know about.	I believe we are not allowing individual families to teach their children about topics that can be very sensitive. For example, the standards for kindergarten require children to be taught about the different ways to express gender. That is not developmentally appropriate and is a family's decision to decide when the right time is to talk to their children about that. It is our responsibility to teach children to show respect to all, without jumping into the details.	I think its strong in warning kids against addictive and risky behaviors. I also appreciate discussing suicide prevention and how to get help.	I would like to see more about what happens to your brain chemistry while participating in addictive behaviors.	I appreciate the discussion about preventing suicide and identifying mental illness. Collective goal setting was a really great idea.	Perhaps more opportunities to discuss the change from late adolescence to young adulthood. I have seen so many struggle with that transition. Discussing more of the changes that occur in their brains during this time to help them feel a bit more prepared.	I just really ask the committee to consider what is developmentally appropriate for students. There are some things that are being introduced too early.
Other	Clackamas county	Parent/Guardian/Caregiver			Inadequate. No anatomy or physiology included. No definition of what sex physically is. No information on menstruation provided despite many 5th grade girls starting that. Not even what to do if started at school.	Permission slips for parents, to include detailed overview of optional menstruation and or anatomy, especially for mature 5th grade females.					
Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	The Safety and First Aid; Substance Use, Misuse, and Abuse; and Food, Nutrition, and Physical Activity sounds beneficial.	I fail to see how the rest of the "standards" apply to academics beyond what parents can teach their own children. A child learning about social, emotional, and mental health basics may provide a benefit towards academic achievement; however, the education system needs to stop trying to replace parents and the importance of the parents' role, and focus on real academics. Teaching children about "… different sexual and romantic orientations and identities" are not the business nor the responsibility of the education system/department. Those types of "standards" must be left to the parents. These kinds of "standards" are an overreach of the government and have no value towards a child's academics.	Again, the only strengths lie in the The Safety and First Aid; Substance Use, Misuse, and Abuse; and Food, Nutrition, and Physical Activity sounds beneficial.	Defining "vaginal, oral, and anal sex" along with all the other sexual and reproductive health "standards" is highly inappropriate to be taught at school and is a massive overreach of the government. Let alone highly inappropriate to be teaching these kinds of health "standards" to middle schoolers. Teaching about anal sex will not help a student achieve high academic excellence and will not help students compete in the job market.	Again, the only strengths lie in the The Safety and First Aid; Substance Use, Misuse, and Abuse; and Food, Nutrition, and Physical Activity sounds beneficial.	The very basics of social, emotional, and mental health; along with the other "standards" may help a child. However, the academic system needs to put their focus on the actual standards of the educational system- math, reading, writing, history, science; as we as a country, are behind in these standards of education.	The education department will never replace the role of the parent in their child's life. I fail to see how these "standards" will improve a child's ability to compete and thrive in an ever-changing world. Yes, it's important for children to learn how to set and meet goals, learn how to recognize a safe adult,; however, much that are listed in these "standards" are my responsibility to teach my children not the government's. These "standards" are implementing the government's "values" and beliefs; which has no business instilling in our children. These "standards" will hinder and hurt our children more than help them.
Southern Oregon		Community Member	White	No	Way out of line for the young kids to handle.! There is no need for coercion or any sex teaching of our young children. LGBTQ is a small fraction of our citizens. You are putting them (a small minority first over our majority)how can that be right!???	Not ANY kind of visual sex content period! Basic health of their bodies. Nor should ANY adult be advising them on any OTHER TYPES OF SEXUALITY !	Not appropriate!	Just basic sex and health education!	Not much now!	I know kids who were enticed to "TRY Gay" and they did.. Right out of high school the changed course back to straight and now have families and opposite sex husband's and wives. Very few 1st thru 12th young people are capable of making those decisions on their own.	Put respect and sexual teaching of children, back into the parents hands.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	No	There are no strengths	What you are asking of the kinders is inappropriate and it goes from there. Kids need to have a chance to be kids and figure out who they are before you start throwing labels and such at them. Kids this age are still learning how to share, how to be kind and get along, how to sit still and follow instructions. Why are you expecting them to learn about drugs, violence, and their genitals. Why are you wanting to teach 3rd graders about sex? What purpose does that serve? It was pretty taboo when I was in 7th grade and they taught it.	It appears a lot of sick people wasted a bunch of money to come up with these.	Why do kids need to know about masterbation and types of sex. These kids are not developed enough or mature enough to drive a car, but you want them to know the different types of sex? At one point, there was concern about teenage pregnancy... not apparently you want that brought down to the elementary age tween aged kids, or is that so you can push abortions and damage there psyche even more?			This is just gross and disgusting that a group of adults works think this is responsible education when kids are struggling to read, do math or learn responsibility. This is why I pay for private school. This "education" wasn't around 10 year when my oldest went through public school. Schools need to go back to teaching math, writing, language, science, history instead of all this garbage. s
Southern Oregon Eastern Oregon		Other Parent/Guardian/Caregiver	White	No	I feel lots of the information is beneficial to children the SUB, FNP, SEM.	I am deeply concerned and discussed with the GD section of the standards, I do not agree with this being forced on our children.	Same as above	I am deeply concerned and discussed with the GD section of the standards, I do not agree with this being forced on our children. I am concerned with the whole section	Same as above strengths	I am deeply concerned and discussed with the GD section of the standards, I do not agree with this being forced on our children. This is an agenda the government is over stepping and using it to influence our children	Do not force this on children, please reconsider. This is not health standards this is corruption

Southern Oregon		Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White	Yes	They seem very age appropriate in a way that's easily digestible. I love the way food and nutrition is talked about.		I LOVE the way the standards talk about nutrition education. It's SO much more trauma informed than previous standards in the way that they talk about nutrition, having hard conversations with adults, marginalized folks, and so much more. It's done in a way that doesn't stigmatize the choices people make and gives such important information. I also really appreciate the way they include marginalized communities in an inclusive, non-stigmatizing way. It's clear that a lot of work went into these, and I'm so grateful. It really will make a positive impact on students and staff alike.		It touches on access and inclusivity for so many disadvantaged communities. I love the way it educates in a way that promotes understanding of different choices and ways of living and being. It also includes concrete ways of advocating for others and opening people's eyes to the struggles that marginalized folks face.		I anticipate that there will be pushback on these from some folks, but PLEASE know how much this means to marginalized folks to be included and seen in a concrete way. I teared up reading some of these because I know what a difference it would have made for myself if I had this education growing up. Thank you for all the work you've put into this; it means the world.
Southern Oregon		Parent/Guardian/Caregiver	White	No	Learning about foods and diet are great.	They do not need knowledge on sex!	Great Health advisory for body.	Kids this age do not need to know fentanyl!	They have options with body.	Not everyone in OR is a drug addict. The more you inform these kids of all the effects is when they will decide to join addictions without understanding a lifelong mess they.become when they open that gateway!	Let kids be kids. Why punish them with uncertainty of their sexuality and fill in their drugs before they should even be thinking about them!!! Ridiculous
Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	No	No longer relevant	Leave lqtbq out of eduction	None	Leave any lgtbq out of the education. That is for family's to discuss and it is not appropriate for a school to teach such nonsense.	Not relevant yet	Leave lqtbq out of eduction	Go back to the basics. Leave all of this controversy stuff out of education. It's worse than discussing politics with children.
Oregon Coast		Parent/Guardian/Caregiver	White			3 grade doesn't need sexual education, this is ridiculous people,as a parent I strongly disagree with that part of health education ,stop filling our babies minds with filth bur teach them how to sew a button.... whoever is in charge you should find another job,how can you all sleep at night knowing what you are trying to turn our kids into,im mad beyond compare,what a joke....not		What are you getting ready to teach the 6 graders about sex is the most outrageous stupid thing I can even fathom the idea of ....what a joke,you all must be ashamed of yourselves, our kids definitely don't need to be talking about anal and such stuff,you going to make a lot of those kids to end up homeschooled,if it wasn't for single parents that need to work....your health education about sex is very upsetting			
Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	No	Nothing	They are little kids and should be taught basic and you are desensitizing them with information that is too adult and quiet honestly its perverted grooming.	Nothing	Same as above. Information is going beyond age and I would consider this grooming	Nothing	Social Justice? That is a lie. We have laws, just because someone suffers injustice doesnt make them justified in screaming and yelling about it. That is life.	Stop grooming out children!! There are ONLY 2, I repeat TWO genders! Stop valdating sick peoples delusions, it is a mental illness!!
Central Oregon	OR		Gold Beach Prefer not to answer								
Oregon Coast	OR	K-12 Student		No							
Eastern Oregon		Educational Services District (ESD) Employee	Prefer not to answer	No	I feel that they are more well-rounded than in the past until you get to the HRVP and the GD pieces.	K.HRVP.3 - What ways are taught to express the gender? - wondering what that may look like. K.GD.4 - Family configurations. I think that just that familes may look different but that all people should be treated like you would like to be treated would be enough and encompass a lot of these. 1.HRVP.4 - What is meant by how they should act? 1.GD.4 - Menstrual product talk at this age? This will not go over well in the region. 2.SFA.6 - I feel that this should be moved to K. Those kids have already been exposed to devices and should learn that safety earlier than second grade. 3.WHP.7 - Climate change enters WHP and continues throughout. Who's/What version of climate change is being taught? Is it just the facts that there is climate and weather patterns associated with food/ability to grow - or is it more? 3.SFA.3 - It mentions other bodily fluids. - what and how are those taught? 3.GD.1 - body parts, sexual and reporductive anatomy - how is this being taught and how are parents knowing its being taught? Is there an opt out if they want? All of 3.SRH - What does this look like at 3rd grade? sexual and romantic	Appreciate the safety and first aid piece as well as the social-emotional and substance abuse parts.	7.SFA.6 - It talks about basic fire safety and wildfire prevention safety. Most fire safety is talked about in 2nd or 3rd grade. Wondering why it's in 7th and randomly put here. If the state is wanting to have students engage in conversations about sexually appropriate things, wildfire should start sooner. 7.GD.3 - Why are vulvas, circumsized and uncirumsized parts all talked about? Unsure of why this is in here. 7.SRH.2 - Identifying safer strategies for sex - ? 7.SRH 8-10 - They have to describe how all of thes things work? Condoms? Dental dams? Then why is discrimination and racisim impact talked about here? Can't all health barriers be discussed? This looks like a prime target for media to get a hold of and light up. 8.WHP.7 and 8 - Why are these brought in to Health Standards? History may be the place or current topics, but unsure about 8th grade health class. 8.SRH.3-5 - Practice demonstrerating how to use condoms and dental dams? sexual health scenarios? -How do you forsee this demonstrating going? How are teachers supposed to teach and address this without parents losing their minds? Districts getting possibly sued?	As mentioned earlier, good to see some added pieces to it - mental health, etc.	The high school standards are less controversial than the lower grades. It appears that these stayed primarily the same, while the lower grades got added on to a lot.	I would definetly take a hard look at these standards and see which ones would likely have districts end up in lawsuits and litgations. Also, these should be posted for parents and have an option of opting out of the sexual reporductive health if they so choose. Standard health practices are great, but there are pieces in here that over step the lines between school and families, which could results in numerous unintended consequences for districts and the state.
Portland Metro		Parent/Guardian/Caregiver	Multi-racial	No							Please stop pushing a political, social and moral agendas and stick to health principles. Sexualizing children is abuse. Grooming children to a specific narrative is abuse. There are so many questionable parts to your curriculum it's impossible to list in a survey. The sad thing is you believe you are doing what is right. Unfortunately your beliefs and mine contradict so neither belong in a publicly funded institution such as public schools. Conversation about SEX, "gender identity", etc. has NO place in a classroom. Keep that out of the curriculums. Stop indoctrinating our children. Stick to age appropriate facts for health and well being and leave the "sexual expansive identities" agenda out.
Southern Oregon		Parent/Guardian/Caregiver	White	Prefer not to answer	When sticking to the basics of health there are strengths WHP , FNP, FSA	Social and Emotional is not based on medically or biologically accurate facts. 1.GD.3 Tampons are used by women with a vagina not "some people" 3. SRH.2 It is not the public schools role to introduce to a third grader "different sexual orientations & identities" 4.GD.3 "Sexual Orientation" should be left out of all k-5 curriculum.	Strengths are SEM,FNP & HRVP teaching children healthy habits and ways to get help is what the schools role is	Why are we pushing gender expansive identities in a curriculum for junior high who just now are beginning to understand and experience the differences puberty is causing in their bodies? It is not the public schools responsibility to teach my child about non-factual information.	WHP, SFA, FNP: Keeping focus on teaching kids how to advocate to have better health and over all wellness.	HS.SFA.3 & HS.SUB.2 Teaching how to respond to an opioid overdose is putting a heavy burden on a childs shoulders. How about teaching how to spot an overdose and call 911. HS.SRH.14 & 15 Reproductive Justice is not education in regard to facts of the biological parts of humans. It should be left out. HS.GD.4 Medically and Biologically inaccurate information. No biological male will ever need a tampon or pad.	
Central Oregon		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing. 6.GD.6 6.GD.5	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.
Willamette Valley		Parent/Guardian/Caregiver	White	No	Substandard	Education on diet and exercise					

Willamette Valley		Community Member Parent/Guardian/Caregiver		Prefer not to answer	That it is kept basic and allows the parents to expand if questions are raised by our children. We know what they are ready to learn about and at what age	Keep it this way. Teach basics: eat healthy food, brush your teeth, amd move your body	NA	NA	NA	NA	Keep gender anything out of everything. Schools are there to teach children about math, science, reading, physical fitness, and art. Not about mental health or creating mental health problems.
Willamette Valley		K-5 Teacher Parent/Guardian/Caregiver			They emphasize multiple facets of health. They explain healthy behaviors that kids can handle. They identify trusted adults. They talk about food and nutrition. They talk about health aspects related to social media. And they talk about stages of puberty.	Some improvements or changes could include the following: saving topics about substance, use domestic violence, sexual harassment, sexual intimacy, should be saved for middle or high school. They aren't really appropriate for kids under the age of 11.	They talk about healthy habits, unsafe situations, mental health, substance use, and some of the risks of sexual intimacy.	There are some improvements needed at the middle school level. For example, I don't understand the need for firearm safety taught to sixth seventh and eighth grade students. It's all so important to limit details of sexual and my intimacy until they're older.	The standards at high school level are very specific to a number of different areas that do affect high school students. The wellness and safety cases are good information for kids. Substance-abuse, mental health, healthy relationships and sexual health are also critical at this time so that they don't have missing information When they graduate from high school	The high school health standards could be more specific as the team gets older. In other words, limit certain subjects that ninth grade and add more subjects by 12th grade. Also require at least two semesters of health education.	
Willamette Valley		Parent/Guardian/Caregiver	White					Oral sex is inappropriate, abortion inappropriate highly inappropriate, quit trying to get our children excited about sex it's disgusting and a form of grooming. Leave sex education to home parents and guardians to educate, it is not the publics job to teach our children about sex . THEY ARE CHILDREN !!			
Eastern Oregon		Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White	No	It's very comprehensive and inclusive. I appreciate the range of topics and details outlined. I like the overlaying of standards from ODE's Integrated Model of Mental Health and the TSEL Standards.	On page 9 under HRVP: 2.HRVP.7 has the word verbal duplicated. On page 9 under HRVP: 2.HRVP.8 has the word or duplicated.	I like the overall scope and sequence with future focus building upon and expanding what has previously been touched on.				
Central Oregon		K-5 Teacher Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Keeping kids safe is important and taught. Nutrition is great.	The Growth and Development section is not age appropriate. Neither is the healthy relationships in many areas and I do not understand the need for the topics in the sexual and reproductive health sections, nor do I feel comfortable teaching these. We are giving our kids information they don't need yet.	Nutrition, exercise, personal safety are all necessary.	The Growth and Development along with Sexual and Reproductive Health sections are too much for these kids. Why can't we keep it to the basics? Please explain why an 8th grader needs to discuss anal and oral sex? Also, I don't even know what an oral damn is but my child is going to learn how to insert one? This is beyond ridiculous and opening doors these kids don't need.			I am afraid for our kids. These standards are an overreach of our education system. I'm an educator. I do not think many of these topics are developmentally correct or necessary. Oregon, you are going too far. Let parents do their job without you going over the boundaries of what your job is.
Portland Metro		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Scientific names of and the identification of reproductive anatomy, sexual preference/orientation and gender identity information is not an appropriate subject for school. These are lessons that should be left to the parents to discuss and is not something that we're sending our kids to school to learn from someone else. Please remove this from the curriculum. These are topics that have an agenda being pushed in politics and the media and school is not a place for this.				Scientific names of and the identification of reproductive anatomy, sexual preference/orientation and gender identity information is not an appropriate subject for school. These are lessons that should be left to the parents to discuss and is not something that we're sending our kids to school to learn from someone else. Please remove this from the curriculum. These are topics that have an agenda being pushed in politics and the media and school is not a place for this.	I know of multiple families who have chosen not to enroll their kids in public school this year because of these draft health standards. If you pass these standards you will see many families pull their kids from your schools, funding will drop and the kids who's parents can't afford to figure out home-school or private school will suffer due to the decrease in resources.
Southern Oregon		6-8 Teacher	White	No	I like the way that the categories are broken up and clearly identified. I like that a lot of the previous standards are paired down and/or taken out. I like the blue box at the top that gives key grade level skills. This helps the teacher focus in on the most important standards.	I think 1.GD.4 belongs in the the HRVP section.	I like the way that the categories are broken up and clearly identified. I like that a lot of the previous standards are paired down and/or taken out. I like the blue box at the top that gives key grade level skills. This helps the teacher focus in on the most important standards.	7.SFA.7 should be moved to SEM or HRVP	I like the way that the categories are broken up and clearly identified. I like that a lot of the previous standards are paired down and/or taken out. I like the blue box at the top that gives key grade level skills. This helps the teacher focus in on the most important standards.		I noticed that the gender identity, and LGBTQ+ information was taken out and not addressed. I think if nothing less the key words and definitions should be taught so we can mitigate the ignorance of people.
Willamette Valley		Parent/Guardian/Caregiver	White	No	Teach about nutrition	Should serve better, healthier lunches					
Willamette Valley		Parent/Guardian/Caregiver	White						Most of the things are fine to teach my student.	I do worry about teaching my child about family ethics. Not every family has the same Ethics or beliefs. I also do not like teaching the new menstrual dignity act. I don't mind my student learning that there are other people who feel differently then what their bodies tell you. However they do not to have to be shown or totals every detail. All they need to know is that everyone is different. There is nothing wrong with that. Treat everyone the same & don't shove other beliefs in their face! Do not make them feel like they don't belong or matter. This goes for everyone!	We need to get back to basics. Teaching about body parts, emotions, hormones, & how to handle them. Touch on the subject that not everyone is comfortable in their own bodies & it is normal to feel that way. Depending on age. Then talking to parents is very important! Or whoever their guardian is. Any trusted adult is safe. That's it!!! Kids need to be kids & the parents need to be in charge of them. Nobody else!
Other	Lane county oregon	Parent/Guardian/Caregiver	White	No							Leave out all LGBTQ, oral, sexual orientation bullshit from all grades curriculum. Gender confusion is a mental health issue. Stop confusing kids with sick ideologies. My kids will NOT respect any of that crap, I have taught them to stand against all the schools propaganda and sick ideologies of the LGBTQ
Oregon Coast		Parent/Guardian/Caregiver	White	No	I don't trust the health care system anymore. I disapprove of the lgbq community bullshit. Stop talking about it. More important things are kids could be learning that actual matter.	Stop teaching/ preaching to our children about LGBTQIA's. +++++ and normalizing gender change is normal and you can identify as anything you want today. Teacher have absolutely no rights to discuss my child's gender identity/genitalia and preach to them about diversity. My kids are raised to accept everyone for who they are and should the schools should be focusing more on reading, writing, math,ect. Which they are failing in…Veneta Elementary showed 5th grade children actual pictures of penises and vaginas with piercing which is so incredibly talking about sex which is so inappropriate. That is not okay. That's called pedophilia. Not one parent I know, trust the schools and teacher and the health care system anymore at all. Lawsuits waiting to happen. It's our tax dollars, their our children. If this continues, people will remove kids from schools.	Drug abuse	Stop teaching and preaching to our children about LGBTQIA's. ++++++ . Teacher have absolutely no rights to discuss my child's gender identity and preach to them about diversity. My kids are raised to accept everyone for who they are and should be focusing more on reading, writing, math,ect	Talking about drug abuse/ addition and the risks.	Stop teaching about gender identity & lgbq. That should not be a discussion in any class ever.	I know a lot of people who are very upset with the constant teaching & preaching to OUR CHILDREN under the age of 18 about there gender identity and normalizing LGBQ ++++ bullshit. Parent will start suing the schools and any teacher involved if this continues to happen. My kids are raised to except everyone for who they are. I will continue to remove my kids from school the entire day if this is going to be taught. It's my tax dollars and I should get to choose what my kids should focus on in school like ready/ writing/ math ect…

Willamette Valley		Parent/Guardian/Caregiver	Asian White	No	Ready to pull my kids out of public school. Home school seams only option if this stupidity continues.	Teach, stop the political stupidity. ABC and 123. That is school . Stop the stupidity and stop fking with are kids. We are not going to put up with it.	None. Stop it.	ABC 123. Stop the political garbage. We need smart kids not morons who think men can have baby's	Sam as all other grades. Intelligent classrooms.	Tech are children, stop the political stupidity	Just stop. My kids are my kids and you will not have them. You are stupid if you think the people are going to continue to take this government overreaching. ABC and 123 . That's what school is for.
Willamette Valley		Community Member Parent/Guardian/Caregiver	White	No	That they usually have a pretty basic class for this age group.	I believe this should go no further than body parts, their functions, and for girls their periods and for boys, maybe a brief discussion about erections.	That parents can opt out.	Basic body functions and safe sex are reasonable, but teaching children about extra things such as genital piercings, sexual acts in details, and in depth discussions about gay relationships when there are no gay students in the group is in appropriate. There are also discussions that do not need to be taught in school that some parents are not ready for their children to learn about. Just because you all feel it's appropriate, doesn't mean it is for every child/family. You are not the ones dealing with the after math of the courses.	The intention of trying to do right by all students.	Basic body functions and safe sex are reasonable, but teaching children about extra things such as genital piercings, and sexual acts in details is inappropriate. There are also discussions that do not need to be taught in school that some parents are not ready for their children to learn about. Just because you all feel it's appropriate, doesn't mean it is for every child/family. You are not the ones dealing with the after math of the courses.	Please keep it to basic health and anatomy. Agendas to push ideals on students is not appropriate. I'm ok with a person choosing to be gay or trans, but that doesn't mean all the children need an in depth education on what this means. You can keep it sexual orientation neutral.
Willamette Valley		Other									
Central Oregon		Parent/Guardian/Caregiver	White	No							Items that are up for discussion to children are not relevant nor needing to be discussed with children outside of their own family. All new changes are very inappropriate for conversations with this age of children.
Central Oregon		Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	About health and not about sexual education below a middle school level. If there is a class parents should be able to opt out students.	No sexual education unless parent consent is give and should not begin until 4th grade about menstrual cycle					All health education should be optional and need parent consent
Central Oregon		Parent/Guardian/Caregiver	White	No							All of this is disgusting. You should be ashamed on what you want to teach these young kids. Regardless if a parent feels their children need to be taught this it's for them to do so not the schools. There better be a option out form because my kids will be pulled from this class!
					it is well organized and user friendly	i would like to see more lgbtqia+ inclusive standards across all grade levels	growing inclusivity language is present	continued growth for inclusive language in curriculum	access to curriculum with inclusive experiences is becoming more available	continue to offer access to additional schools with increases in inclusive experiences within the curriculum	
Central Oregon		Community Member Parent/Guardian/Caregiver	White	No	Education on food and health,safety	Do you really think a kindergarten kid knows about medicine and how to use correctly? NO. Growth kindergarten talking about genitals , really!!! Way to young. You have there attention for about 10 mins . 1st graders, i dont know many who start their periods. A little soon to talk an out pads and tampons. . just a few thoughts. What happened to teaching reading ,writing ,math, history,science. Some parenting needs to be done by the parents, not the teachers. The teachers have enough to deal with.		Sorry but the middle school kids need to be cracked down on. Way to lenient at the schools. Last year a kid brought a butterfly knife in to school. Punishment, had to leave school that day, and was back then next day. Not very safe. Listen to the kids there are drugs in the halls. I am scared too death to send my daughter to 6 th grade. Thank goodness my son still is there you keep an eye on her. Kids being allowed to bark and meow like cats and dogs disrupting classes so my kids can't learn unacceptable.			I am not against veing gay or trans, but dint push these on the kids. Asking how they want to be identified. Some people say they are offended because they're not able to express themselves but what about others being offended having to abide by all of their rules. I'm not the only parent who has thought more than once about taking their kids out and homeschooling. Parents who work for a living and work hard don't have the time to homeschool but having to deal with the new teaching Stop teaching our kids about the different sexualities and let them be kids. They are not adults and don't need to be treated as such. Kids do not need to learn about anal, or any other kind of sex for that matter until they are old enough to be having sex.
Central Oregon	OR	K-12 Student	Redmond	No	Normal health education is adapted.	The health curriculum needs improvement, there is no reason my kindergartener needs to learn about any kind of sexuality anything. Nor does my second grader. This is not okay I'm the least.					
Southern Oregon		Parent/Guardian/Caregiver	White	Prefer not to answer	Discussing nutrition and mental health is great. Education on abuse and how to get help is great.	I believe the sexual education should not be in there, particularly they don't need to hear about STI and different ways to get pregnant.	Mental health is good and absolutely food habits and activity is good. The social and emotional health was also good.	The sexual and reproductive health section is all inappropriate for middle school age.	I like the safety and first aid, the mental health especially as it relates to social media.	The sexual and reproductive health section all inappropriate. There are topics in there that are purposely divisive such as reproductive justice which is inappropriate. The high school curriculum is making the assumptions that all students in this required course are having sex and experiencing all these sexual experiences. If this is a required course, sexual topics should not be required curriculum.	I highly disagree with the amount of sexual content in this curriculum.
Willamette Valley		Parent/Guardian/Caregiver	Native American/Alaskan Native White	No	Including safety responses to inappropriate touch and creating boundaries is important, as well as ensuring the importance in confinding in an adult under the circumstance something may occur. I'm pleased that this standard is in place.	Children who are attending Elementary schools should not be taught about the sexual orientation of others. This leads to confusion, as I've comonly noticed children dont see others differently until made aware, creating a negative response. Most parents would like to aquiant their child with this on their own time. Consent to teach this topic has typically not been given as an option to parents, such as myself and other parents whose children attend in the corresponding district. Which in turn reasonably causes anger.					
Central Oregon		K-5 Teacher	White	No	The standards address all parts of staying healthy with emotional, social, physical and environmental.	1.GD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy For first grade this is not really age appropriate, since they have a few years before they start, might be better in 3rd or 4th grade.	The standards address issues that the middle school students are facing including peer pressure, sexual pressures and using drugs.	N/A	The use of resources to go through and analyze to draw their own conclusions.	N/A	Overall these standards address where students are in their development and are developmentally appropriate except for the one for first graders.

Eastern Oregon		Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) White	No		It is very inappropriate for young children. It normalizes very sensitive topics. It begins a move into sexual dialogues/education before young kids should hear ANY of that info. Not only would I want my kids NOT to sit through the curriculum, but I would NOT want anyone else's kids sitting through the curriculum. This is NOT appropriate: List medically accurate names for body parts, including the genitals. Identify medically accurate names for sexual and reproductive anatomy. Discuss that there are many ways that people can feel love and attraction. Recognize that there are people in families with different sexual and romantic orientations and identities. Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.		Stop trying to sexualize middle school students and the cartoon are very graphic. PLEASE allow parents to direct these very sensitive conversations. This should NOT be taught to middle school children: Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception. Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, for example, different shapes of vulvas; circumcised and uncircumcised penises; and intersex conditions.		The above should read "for grades 9-12?" instead of 6-8. I don't want my Oregon taxpayer money used for any of the following: Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships. HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships. Again, students are too young for such open topics that should be reserved for their older years and for parents to decide when is appropriate and how is the best method of addressing these issues.	Please do not proceed. Allow more time for parents, teachers, and community leaders to review your entire curriculum. You cannot assume that ALL kids want to hear this stuff nor that ALL parents would support this.
Eastern Oregon		K-5 Teacher	Prefer not to answer	No	The essentials that have been presented for years (healthy food/diet, staying away from drugs, exercise, etc) are where the focus should be.	Students should not be taught detailed information about sexuality at this age! It is not developmentally appropriate. We are creating a culture entirely focused on sexualizing our kids. We need to focus on education, not indoctrination. Teaching kids to question who they are is dangerous and is resulting in kids who are depressed and confused. Teach them the basics of health, but not detailed information about sex (such as the how to's). You will likely see an increase is behavior through this teaching that will harm kids. Abstinence has always and will always be the best method for keeping kids safe! Your standards will result in pregnancy, disease, etc.That is disturbing and in the past would have been considered x rated. Kids should focus on the fun of learning, they should keep their innocence. This type of teaching is exactly why people are moving out of state or finding alternative ways to educate their children.						
Other	Washington, DC	Community-based or Non-Profit Organization Employee	White	No	Really impressive breadth and scope of content covered in K-5, in particular it was great to see 3.HRVP.3, 5.SEM.2, 5.SEM.4 and 5.HRVP.7. There was clear foundation setting for some concepts that would allow terrific growth in subsequent years.	Some concepts were introduced without being defined (K.HRVP.3 - no definition of gender prior; K.HRVP.8 - no definition of consent; 1.HRVP.4 - no definition of gender identity, etc.) and unclear why no mention of child sexual abuse until 4th and no definition of sexual orientation but application of that concept in 3rd and 4th.	Just incredible to see Intersex conditions, sexually explicit media and the racism's negative impact on sexual health in 7th grade. Outstanding!	I would move 6.GD.6 to earlier grades; add in some content explaining what gender affirming language is before asking students to demonstrate how to use it in 8.HRVP.3 (but LOVE that it's in there!!) and consider whether the CDC's forthcoming recommendations about DoxyPrEP should be added to 8.SRH.8 [https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/CDPH-Doxy-PEP-Recommendations-for-Prevention-of-STIs.pdf]	Very comprehensive and a wonderful balance of functional knowledge and health enhancing skills. So great to see nothing fear or shame-based included and only effective pedagogy reflected throughout.	Consider adding "the discrimination and oppression that can lead to . . mental health challenges" in HS.SEM.6. Consider adding "safety plan" to HS.HRVP.6. Consider the potential political ramifications of HS.HRVP.7 and the optics of supporting a person perpetrating sexual violence. Consider clarifying HS.HRVP.12 to indicate if you mean sex trafficking, human trafficking or both. Consider adding "access" to HS.SRH.7. Consider adding "anti-blackness and/or racism" to HS.SRH.16	These were excellent! Such a pleasure to read and would certainly cement Oregon's national reputation as the most inclusive and affirming state sex ed standards.
Central Oregon		Parent/Guardian/Caregiver	White		Nothing, severe over reach of the school system	Remove everything that has to do with indoctrinating our children into the LGBTQ lifestyle. There is no reason why elementary aged children need to be taught about sexual anything. What you are doing is absolutely disgusting. It is not your business to be teaching my children about sexual and gender identity. That is the job of the parent and family unit.					
Southern Oregon		Community Member Community-based or Non-Profit Organization Employee	White	No	Wholistic and includes importance aspects of all areas of health	Too detailed for a large portion of parents demographics across the state - children are going to be given conflicting and contradicting information at home.					
Central Oregon		Parent/Guardian/Caregiver	White	No	That parent's rights to choose what is being taught to their children is being removed.	Topics are being discussed that are inappropriate for this age group and unnecessary. What consent can a second grader give?!?! Pads & tampons in first grade?!	More education surrounded birth control and their bodies and the opposite sex.	Stop pushing LGBTQ and letting teachers (especially at Ridgeview) praise kids for being trans or bi and making it negative or "boring" for being straight. Teaching students that anal sex is a way to not lose their virginity.	More education and support on birth control and having control over their own bodies and medical care.	Teaching students that anal sex is a way to not lose their virginity.	Go back to the basics. Teach safe touch and what is appropriate, but stop pushing so much sex talk, especially at Elementary level.
Southern Oregon		Parent/Guardian/Caregiver			Thank you for the time and comprehensive age appropriate restructuring of the standards. The wording is much more clear than the last iteration.	Restructured language of the gender role aspects will make this a manageable for many parents.	This is a great comprehensive list of social skills necessary to prevent addiction and early pregnancy.	I would like to know the research that supports gender affirming care at this age. I think including this will rank the rest of the standards that are great and people will fixate on this in a negative way.			
Portland Metro		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Revamp entire sexual health and growth and development sections. Teaching children about sex and gender identity beginning in kindergarten is way too young and developmentally inappropriate. Teaching children gender identity politics in K-5 is also confusing in a setting with a classroom full of kids and one or two adults. Children coming from so many different backgrounds are bound to have different levels of understanding when it comes to gender politics, and many will not have the words to articulate deeper questions once they get home.		Again, you are teaching way too in-depth information about different sexual acts. You are also teaching gender identity politics that can seems akin to teaching religion. You are going way too deep in both areas.			In your verbiage when it comes to "consent" you have left out that it is not okay for anyone to touch a minor in a sexual way even if that minor is manipulated to "consent". It needs to be made crystal clear that children all the way to age 18 should not be sexualized and should never be touched in a sexual way by an adult or their peers. Obviously, this changes as children grow in the teen years, but they should never be approached in that way by a legal adult. Yes, grey areas exist between older and younger teens, but the language you use is way too ambiguous in this department.
Willamette Valley		Community-based or Non-Profit Organization Employee	White	No	the term BMI isnt present and there is nothing about telling kids to "maintain healthy weight" Love that social barriers to health are addressed.			Asexuality should be explicitly explained.	the term BMI isnt present and there is nothing about telling kids to "maintain healthy weight" Love that social barriers to health are addressed.	Asexuality should be explicitly explained.	

Portland Metro		6-8 Teacher	White	Yes			I notice a shift away from moralizing language around food, and I think that's excellent (towards language like "nutrient dense," etc.), happy to see we still have language that discusses the variety of human experiences, including folks who identify in the queer communities	As ever, there are so many standards, and it can feel overwhelming to try to imagine how to get everything taught in 10 weeks. I also notice that more of the standards have moved away from skills-focused (demonstrate, advocate, argue for, etc..) and more towards content memorization (list, explain, identify)			The standards, especially those that are around topics that have been politicized, protect educators who are working to provide inclusive education for all of their students. The stronger and more specific they are, the better that protection provides. I receive attacks from parents every term as I prepare to teach sex ed, and it is only becoming more frequent. My best defense is "this is in the Oregon standards, and I'm teaching what I've been told to teach." Please continue to do the work to protect educators, and our diverse students, with these clear statements.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	No	The focus on mental health and well-being as part of overall health is a great improvement on part generations of health teaching	It's outrageously inappropriate to begin indoctrination of gender ideology in kindergarten. Teaching in the 1st grade about "some people" (women, you mean) needing menstrual products is too early.	Again the focus on mental health is great, especially considering the impact of things like social media.	The ratcheting up year by year of increased pushing of the gender ideology agenda is not just ridiculous, it's harmful. Middle School feels awkward for everyone, it always has. Teaching them it's okay to harm their bodies (disguised as "gender affirming healthcare") as opposed to acknowledging their feelings and assuring them that it's okay and normal to feel out of place in their changing bodies, is downright abusive.			I'm ashamed to live in a state so willing to kowtow to the minority voices at the risk of actual harm to our state's children. Disguising this as health education instead of the propaganda that it is, is unconscionable. Those involved in drafting and implementing these radical ideas will be held accountable one day.
Portland Metro		Community Member Community-based or Non-Profit Organization Employee	White	Yes	Strong foundation for learning about consent and bodily autonomy to establish building blocks for lifelong healthy boundaries and relationships. Standards about understanding and respecting diversity of genders and sexual orientations are essential.	N/A	Builds successfully upon K-5 building blocks around consent, bodily autonomy, and diverse gender and sexual identities. Standards about understanding links between racism and sexual/reproductive health are essential. Inclusion of PrEP/PEP is excellent.	Are there ways to more consistently address the impact of racism/antiracism on sexual/reproductive health in all three grades? I only noticed explicit language about this in the 7th Grade standards.	Inclusion of intersex bodies is essential for understanding growth and development. Standards related to analyzing systemic barriers and access to care are important, including reproductive justice concepts.	N/A	Thank you for the opportunity to comment.
Other	Northwest (Columbia County)	Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White		I'm glad we are having information about the human body as I know some states aren't.	Some of the girls are starting their periods in the 4th grade and maybe 3rd grade. Curriculum may need to be moved down to lower grades earlier. If they aren't talking about drugs and alcohol at 5th grade, they should be.	n/a	If they are not talking about drugs and alcohol at this stage, they should be. Need warnings about fentanyl.	n/a	Need warnings about fentanyl.	
Central Oregon		K-5 Teacher	Prefer not to answer	Prefer not to answer		A school does not have the right to discuss sexual orientation or preferences or menstruation at such a young age. It is up to the family to decide if and when that is appropriate. kindergartners should not be taught about gender expression EVER at school.		Middle schoolers should not be educated about vaginal, oral, and anal sex EVER by a school. They should not be educated about dental dams and condoms in middle school. Or intersecting identities. That again is up to the family.		Kids under 18 should not be taught by the school system about intersex conditions, nor have practice demonstrating internal condoms, etc.	The school system has no right to teach kids in school about gender identities, reproduction prior to High school, and definitely NEVER the idea of anything besides the two biological genders. FMilies have the right on when to introduce these topics. Public school is not the place for that. If you want a separate, voluntary Health class given to Middle and or High schoolers that is different. All topics should be disclosed to families and kids should not be subjected to it. Also teachers should never be put in the position to have to present such inappropriate topics to elementary students EVER!
Willamette Valley		Other			There are zero strengths to this agenda.	Remove all "gender" and/or sexual references immediately.	There is no health education- only sexual perversion.	Tell them what to expect from NATURAL hormonal changes that will occur. How to be active (NOT SEXUALLY) and food choices.	Nothing. Your goal is to confuse children into thinking they can become a different sex or animal.	Teach them life skills, how to read ingredient labels, how to cook, be active, recognize injuries or illness.	TAKE SEXUAL IDENTITY OUT OF PUBLIC EDUCATION! I pay taxes and I do not approve of any of this crap.
Central Oregon		Parent/Guardian/Caregiver									please don't show any graphics pictures about penises and vulva.
Willamette Valley		Parent/Guardian/Caregiver			Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Clearly the person who drafted this lacks actual understanding of health and is only interested in parroting propaganda
Willamette Valley		Community Member Parent/Guardian/Caregiver	White	No	Schools have no business teaching our kids about gender rolls, sex, master nation, and so on when our kids can't even read or do math.....I don't see any strengths in your proposal. Just let kids be kids!!	Work on improving our test scores, get back to the basic of reading, writing, arithmetic and stop shoving all this other crap down kids throats. No wonder we have so much suicides within our school districts.	I don't feel any of these health standards are the school job to teach. These are things parents should be talking with their children about.	Let kids be kids. Stop shoving all these woke ideas down their throats…in our school district our test scores are embarrassing and your not helping our kids to be successful, your forcing ideas onto them and then when they don't agree their made to feel bad about it. Not acceptable!	Get back to the basics reading, writing, arithmetic.	My daughters have had six of their school friends commit suicide because of all this crap you are pushing…it saddens me as a parent that these kids felt suicide was their only way out.	The direction our school system is going is very alarming and disheartening. Many of you are parents and I can't imagine that you would be okay with your children being taught all this.
Willamette Valley		Parent/Guardian/Caregiver	Black/African American	No	It's terrible that you are brainwashing our children! First of all theres only two genders, so snap out of your fairytale life.	How about taking the LGBTQ+ crap out of the learning environment and focus on math, English, science and social studies! Homeschooling never sounded better, to get my kid away from you Marxist communists.	None, get that woke crap out of our schools. Parents are sick and tired of the BS	Seriously, leave the kids alone, PERVERTS.	Stick your critical race theory up your Marxist asses.	ODE is corrupt and is attempting to alter society by brainwashing Oregon kids into believing there's hundreds of genders, it's okay to self mutilate your body's, gay porn literature in the library. FREAK PERVERTS.	Ya there is. I want to homeschool my kid and the money i pay in taxes should go to me and not your stupid asses.
Willamette Valley		K-5 Teacher	White	No	That only elementary kids should treat each other with compassion. The gender topics are not school appropriate.	Why do there have to be educational standards about gender identity? There should not be any mention of kissing etc. in elementary standards for health. These students are minors and these topics are for families to have, not teachers!!!					
Central Oregon		Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	Nothing much	There needs to be more nutrition involved with physical education. American kids are obese.	Traditional	More nutrition information needs to be involved.	Pretty good.	More education	Go talk to the teachers. Build a store wide forum.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	No	K-3. The only thing that should be discussed at this age is keeping kids safe from predators. And that they need to speak out. 4-5- some discussions about puberty and body changing. Beginning stage of safe sex.	Nothing about gender, sexual choices or anything of that nature should be discussed At an elementary level.	Chances are I will be pulling my child from any lessons that you are implementing.		Will be pulling my child from any lessons that you are implementing.		Seems like you are more into pushing these ideas on children.

Southern Oregon		Parent/Guardian/Caregiver	White	No							Thank you for providing this survey. I am deeply concerned that beginning in kindergarten, our children will be instructed in gender options. Even in a mild broad sense, this is not acceptable. There are only two genders, and our young children should not be confused with the false possibilities that there are others. Families that may be struggling with this confusion need and deserve support and resources to help mature through that. Young children are accepting of each other as they grow when, kindness is shown and expected as they grow. The conversation for gender changes and same sex marriage are conversations for families to have regarding their beliefs, their children's level of maturity. Please continue to provide Opt Out option in our school curriculum. Bring a confusing message
Portland Metro		Community-based or Non-Profit Organization Employee	Prefer not to answer	Prefer not to answer	There are many, especially the focus on mental health.	There is no direct instruction outlined with regard to neurodiversity. This is an ableist oversight. As a former special educator and evaluator, we recognized those in the "shady 80s" — the students who did not qualify for sped but who needed more support due to trauma, learning disabilities that didn't make the cut off or other neurodivergence, including autism/adhd/dyslexia/dyscalculia and others. Oregon's K-5 students need to know how different brains process information. This is critical to creating healthy interpersonal — and intrapersonal — relationships.	There are many, especially the focus on WHP and SEM.	Again, there is nary a mention about the brain, the nervous system, neurodivergence, how different brains process information, and the impact of trauma on the brain. This is an astonishing oversight.	Again, there are many.	I think this is supposed to read for high school, instead of for grades 6-8. I read through them all and still — no mention of the brain, nervous system, neurodiversity, neurodivergence. This glaring omission is so disappointing. When are they going to learn about how their own brain processes information? How they themselves learn best? When are they going to learn about social interaction and social communication and sensory processing?	Please, consult someone who has extensive knowledge about neurodiversity and add explicit, direct instruction from K through 12 grade.
Central Oregon		K-5 Teacher	White	No	Teaching 5-6 year olds about how to have control over their own bodies, that it's ok to for them to have a voice about their own bodies, and doing it in a non-scary way.						
Portland Metro		6-8 Teacher	Prefer not to answer	Prefer not to answer	The topics are well covered.	The sections on human development are too descriptive for younger children. The sexuality/gender issues need to be something discussed at home.	The topics are well covered.	The sexuality/gender issues need to be something discussed at home.	The topics are well covered.	The sexuality/gender issues need to be something discussed at home.	Support all humans' beliefs, not just the beliefs you think are important.
Eastern Oregon		Community Member Community-based or Non-Profit Organization Employee Other Parent/Guardian/Caregiver School Volunteer			There are no strengths. Only concerns. These are not age appropriate standards and were not written with the best interests of children in mind.	Remove the political, social, and sexual indoctrination. TSEL will be the end of public education. If a child's kindergarten teacher speaks to them about touching themselves in a specific way and talks regularly about their genitals, the police should be called and that teacher arrested. Why does ODE want to turn teachers into child predators?	There are no strengths. Only concerns. These are not age appropriate standards and were not written with the best interests of children in mind.	Remove the political, social, and sexual indoctrination. TSEL will be the end of public education. 11 year old children DO NOT need to define vaginal, anal, and oral sex to their teachers or peers. There are no "trusted adults" in schools who speak to children about when to engage in sexual behaviors.	There are no strengths. Only concerns. These are not age appropriate standards and were not written with the best interests of children in mind.	Remove the political, social, and sexual indoctrination. TSEL will be the end of public education. ODE is not a healthcare institution and never will be. The emphasis on sex, unhealthy lifestyles, and removing parents from the student's life is loud and clear. These standards will ensure parents who pay attention and protect their children will opt out of EVERYTHING health related or pull children out of public education all together.	It's clear Oregon does not want to educate children with literacy and academics. Why is making sure children know how define and practice anal sex so important to ODE? These are not health standards and are intended for sick and creepy adults to invite children into their demented fantacies. Based on these so-called health standards, we're left to conclude ODE must be full of disgusting perverts who prey on children. Children are not safe in Oregon public schools.
Willamette Valley		Parent/Guardian/Caregiver	White	No		I understand teaching being kind to all, but there is no reason explaining details of trans, queer... people that don't understand their gender...those kids need help and it doesn't need to be pushed on the rest of the population		Teach no bullying/ be kind etc...but there is no reason to go into detail about kids mixed up sexual identities.			
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are no strengths in these standards. "Health Education" should not be taught in K-5	At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.	There are no strengths in these standards. Should be science based instruction. Basic anatomy for male and female bodies and basic info on puberty.	At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.		At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.	Encouraging/normalizing gender dysphoria by promoting it with this curriculum is not expectable.
Willamette Valley		9-12 Teacher	White	Prefer not to answer					It doesn't look too different that what we have been doing.		I'm wondering how students are able to take heath 2 on line in HS when they are to be trained hands on and demo cpr and AEDs. We don't teach that in health 1.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Discussions around gender affirmation and sexual preferences do not belong on our public K-5 schools.		Defining types of sex, teaching about dental dams and finger condoms like was taught in our district last year is inappropriate for public schools.		Why is there no focus on real health issues? The alarming rate of childhood obesity, proper nutrition, overcoming the mental health crisis our youth endured during the lockdowns, abstinence, etc.	
Eastern Oregon		Parent/Guardian/Caregiver	White	No	You're definitely brave!	Reign it in with all of the sex talk, these primary level babies will lose their innocence in no time thanks to the government and social media.	At least the teachers are "present."	Keep parents in the loop more.	I'm hoping to see improvements this year.	Grades 9-12? Attention to detail, more human interaction, conversations with parents and students vs just referring us all to Google classroom when the kids are truly confused about their work, assignments being explained and graded in a timely fashion, at least returned email correspondence with parents that are reaching out to help their children.	
Portland Metro		District Administrator	White	No	Overall organization: Knowledge and skills integrated with topic areas is more clear. The grade level skill focus areas are useful for planning	Some standards are quite abstract, e.g., 3.SRH.1: Explain that it is natural for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not." The use of the word "natural" and what is meant by consensual affection and physical closeness can be interpreted numerous ways.	Overall organization: Knowledge and skills integrated with topic areas is more clear. The grade level skill focus areas are useful for planning	Is the purpose of standard 6.SRH.2 to clarify that there are different ways to engage in sexual behavior? Standards that state something will be defined may not provide this clarification and could be interpreted as teaching how to engage in sexual behaviors which is not part of the knowledge and skill or topic areas.	Overall organization: Knowledge and skills integrated with topic areas is more clear. The grade level skill focus areas are useful for planning	There is a beginning for teaching advocacy skills and focus areas that relate to health education. Should there be more focus on advocacy for understanding and acting on the effects of climate change? Should high school students apply their understanding of the five dimensions of health in terms of planning for their own future and community advocacy?	
Eastern Oregon	OR		White	No	After 3 grade none.	Stop trying to sexualizen and groom are children.					

Eastern Oregon	Community Member Parent/Guardian/Caregiver School Volunteer School-based Coach/Specialist	White	Yes							Children shouldn't be learning that "people" have menstrual cycles- women do, females do. Children under the age of consent also should not be learning about different sexual positions or identities. This is uncalled for. As a member of the lgbtqia I find it disgusting that anyone would think this is a smart idea.
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) White	No	Keep sexuality out of our schools!	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools
Southern Oregon	Parent/Guardian/Caregiver	White	No	They can be kids, not worry about sexuality	No one that young should have any sexuality class for any reason.	Basic of the human body and how it works	None. Should know what to expect when the feeling and emotions come.			
Eastern Oregon	Community Member	Multi-racial Prefer not to answer	Prefer not to answer	The weaknesses far outweigh any strengths. What happened to a student having personal thoughts about these issues?	Stick to basic body functions as it relates to health.	Nothing.	Are you kidding me? This is inappropriate and best left to families.	Wow. Do you honestly have no limits for decency?	Yes. Fire the people who dreamed up this crap and proffer an actual education that is not steeped woke religion. Only freaks will get off on teaching this. Nasty stuff.	You should be ashamed of yourselves. This is filth masquerading as education. It is indoctrination!
Portland Metro	Other	White	No							Please continue to include information about vaccine-preventable illnesses. Substance "abuse" is not accurate medical terminology. It seems like that section could be changed to "Substance Use Disorder Prevention".
Oregon Coast	Parent/Guardian/Caregiver	Native American/Alaskan Native White	No		It is not the responsibility of the school to discuss vaccinations, gender identity or the various kinds of sex a person can partake in. Teaching the basics of biology is understandable, but this list is completely overreaching.					
Eastern Oregon	Community Member	Prefer not to answer	Prefer not to answer	When are we going to get back to the basics that built a strong education for our students? Reading and writing skills, history, mathematics, spelling, learning the English language? Forget about the indoctrinations your are listing. I can see a high percentage of parents taking their children out of these state sponsored schools.	Stop trying to be social engineering parents and get back to real life skills that are necessary to be successful in life.	I don't see hardly any worth mentioning here.	Teach mathematics, history, English grammar, writing skills.	Get back to needed educational skills and scrap the social engineering.	Drop this social engineering and stop this propaganda.	We are not going to submit to this social engineering. If this goes through we will go elsewhere or go to home schooling!
Southern Oregon	Community Member	White	No				Absolutely unacceptable to teach 11 year olds about masterbation, changing sex or sex in general. Absolutely abhorrent you feel it is your business to teach someone else's children about these topics			Stop your indoctrination. No one under age 15 should have anyone sex education taught in public. Our children are not your children. How would you feel if specific religious standards were forced on your children?
Willamette Valley	Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Prefer not to answer	Prefer not to answer	I think it's very important to teach young students about the importance of finding trusted adults, and showing respect to all, regardless of differences. Basic health information about hygiene, proper eating, etc., is also important.	I am concerned about some of the information that to me seems developmentally inappropriate. Teaching kindergartners and first graders, for example, about menstruation and menstrual products is beyond their "need to know". I am also concerned about some of the standards around how and when people show physical intimacy. Children are very concrete at young ages and trying to teach them some of the very complicated, "shades-of-gray" issues that arise as we get older and develop into more mature beings concerns me. I think we have to be very careful when approaching some of these topics as they can become lightning rods for political stands, rather than simply straightforward, easy-to-understand, developmentally appropriate health guidance for children.					
Southern Oregon	Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	They're minimal. Firearm safety is great.	K-5 do not need a school to teach them about "expressing gender" or what a trusted adult is. That is the parents job. Kids this do not need to know about different types of relationships or those treated unfairly due to "gender". This does nothing but cause a young child confusion. I assume confusion about themselves and the world is not the goal. Most of these topics involving gender and relationships needs to be removed entirely and it's gross that the state believes young children need this knowledge. These kids don't even CARE or need to know about adult topics which most of these are.	Firearm safety	What is with the gender and relationship grooming of these children? They do not need to be taught, by a public school, about gender roles, gender laws, different ways to become pregnant or defining different types of sex. It is not a schools place to teach these things. "Sex Ed" needs only to be what a girl and boy go through at puberty, how babies are created, stds, protection, and how the process of birth goes for the majority of people. Everything else needs removal.	Most high school standards look appropriate. More in depth overview is needed.	There's a typo. I've already suggested improvements for 6-8. My suggestion for improvements for high-school is adding firearm safety, hopefully by a police officer. And removing info on needle exchanges and harm reduction services and replacing it with the harms and effects of drugs in the first place to avoid a child/ young adult ever needing such services.	K-8 looks like nothing but grooming. I will pull all of my children out of school and know many others that will as well. Leave the teaching to be done by parents. Maybe encourage parents to teach these subjects rather than having public schools involved at all. These topics are MY place to teach. Not yours.
Eastern Oregon	Community Member Parent/Guardian/Caregiver	White	No	SFA & SUB, FNP seem to be reasonable. GD, WHP & SRH has an obvious underlying agenda towards Gender Identity issue & overall advocacy which is not appropriate or warranted.	There is an excessive focus on Human sexuality that is unnecessary below 5th grade. No need for a K to be able to "List medically accurate names for body parts, including the genitals." Why??? Why does a K-3 need to "Identify ways in which human bodies are the same and different from each other, and how bodies change over time." HRVP has too many topics. Too much focus on Gender issues. Grades K - 3 really have no need for instruction time to be used on any sexual education other than "Understand that it is never okay to touch someone in a nonconsensual way" and who is a trusted adult in the School that they can go to for help? Why do 1st graders need to "Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy." This is not something that any First Grader wants to think about. One can easily imagine how that plays out on the playground. Next two points should not be taught in 3rd Grade. possibly late 4th but more like 5th is more appropriate. -3.GD.3 Recognize that puberty is a period of physical, emotional, and social changes that is a part of human	FNP, SUB, SFA, WHP in general seem to hit the mark,	GD , SRH - too broad and agenda driven, very graphic, overtly sexual. Example: How exactly is 7.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex taught without the use of some type of graphic display or description? Not appropriate. 7.SRH.8 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. DENTAL DAMS for use during oral sex??? Not appropriate Same Objection - These guidelines easily allow for agenda driven indoctrination (Queer theory for example) which may not reflect a large portion of the community. 6.SRH.2 Define vaginal, oral, and anal sex ....Again, very slippery slope.	Was more age appropriate than the grade 8 and lower curricula.	Same Objection - These guidelines easily allow for agenda driven indoctrination (Queer theory for example) which may not reflect a large portion of the community.	Need to focus on keeping body healthy & fit, understanding what is abuse and what to do about it, and how to stop pregnancy. Let's not go down the PPS Curriculum rabbit hole of the infinite gender spectrum. This is not healthy for the majority of our kids, who need to be focusing on academics, music education, etc. This needs to not be taking up a large part of the day.

Willamette Valley	District Administrator	Prefer not to answer	Prefer not to answer	I'm not sure about the strengths... What a child's gender is, does not belong in schools studies!	When did it become important for schools to start teaching about genders... If you have a penis, your a boy. If you have a vagina, you are a girl. No other scientific research needed.	As with K-5, not sure about strengths. When did it become important for schools to start teaching about genders... If you have a penis, your a boy. If you have a vagina, you are a girl. No other scientific research needed.	As with the younger years, not really about strengths. When did it become important for schools to start teaching about genders... If you have a penis, your a boy. If you have a vagina, you are a girl. No other scientific research needed.	Same as the younger years. Not so sure about strengths. When did it become important for schools to start teaching about genders... If you have a penis, your a boy. If you have a vagina, you are a girl. No other scientific research needed.	There is no reason to teach about a students sexuality. That is their business with their parents. Not the education program!!!	Sexuality of students don't belong in School!! Only the study of sex, how the body works and how you make babies!!!
Oregon Coast	Parent/Guardian/Caregiver						Keep the local library staff or connections out of our classrooms pushing their ALA grooming! Teach the basics of English, Math.		Keep the "grooming" out of our school! Teach the essentials of English, Math, true Sciences.	Stop pushing the deep State and Federal evil agenda to our children!!! You will beheld accountable eventually!!
Portland Metro	K-12 School Administrator			Food and nutrition	Not a schools job, this is a parents job..... we should not be teaching about different types if relationships or supposed gender identities...Healthy Relationships and Violence Prevention (HRVP)		Not a schools job, this is a parents job..... we should not be teaching about different types if relationships or supposed gender identities....Healthy Relationships and Violence Prevention (HRVP)		Not a schools job, this is a parents job..... we should not be teaching about different types if relationships or supposed gender identities....Healthy Relationships and Violence Prevention (HRVP)	
Willamette Valley	6-8 Teacher			More comprehensive sexual health standards in 4th and 5th grade. This is great. Too many 6th graders are coming to middle school with no prior knowledge.	None	Great improvements in specific language to describe standards in better detail	None	I like how laws are incorporated into the standards.	There are a lot of standards that say analyze. That might get old. Could HS students use even higher level thinking like create?	None
Southern Oregon	District Administrator Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	The increased emphasis on physical fitness.	The standards relating to sexuality are grossly inappropriate. HE.1.4.8 - fourth graders do not need to be discussing AIDS. HE.1.2.7 - second graders don't need to be discussing gender identity.		Same. Worry more about correctly spelling "improvement" (above) on a state wide survey rather that continually micromanaging schools from a state level for the sake of job ODE job security. Stop pushing political agendas; focus on the basic three R's.		Same	If a standard is polarizing, it shouldn't be taught in a public school. Until 100% of our kids can read and do math, keep the other crap out!
Southern Oregon	Community Member Other	White	No							Implementing health standards that are overly sexual for elementary students is a misguided approach that undermines the age-appropriate nature of their education. Elementary school is a time for children to establish a foundational understanding of health and wellness without delving into complex and mature topics prematurely. Introducing explicit sexual content at this stage could lead to confusion, discomfort, and an inappropriate acceleration of their sexual awareness. Instead, the focus should be on teaching basic hygiene, nutrition, and physical activity, which are essential building blocks for a healthy lifestyle.
Southern Oregon	Community Member	White		NOTHING! This looks like total indoctrination and grooming of young children. Elementary age children do not need to be taught what you are proposing. They need to learn reading, writing and math and "some" social skills NOT sexualization. That area belongs to parents not schools.	Take out all the sex education, that is not the states responsibility.	Nothing really just more of the same indoctrination. None of this will help these kids when they go to look for a job. Most kids today cannot even do simple math.	Again, there is very little being taught in Oregon schools today that prepare young people for future work. Go back to educating not grooming.	I think I've made my position on Oregon's Health Education at all levels quite clear. It appears that the focus is on confusing children about who they are and what their sexual identity is rather than than preparing them academically for their future.	Again, teach them subjects that will prepare them for a career or vocation. A U.S. Constitution class would be much more beneficial than trying to convince them they need to engage in deviate lifestyles.	Yes, if the ODE continues down this path of sexual indoctrination parents will remove their children from this system
Southern Oregon	Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).			First aid, healthy eating, etc. are all age-appropriate and developmentally appropriate.	Healthy Relationships and Violence Prevention standards are unacceptable. To begin talking about gender expression at kindergarten is unfathomable. It makes sense to discuss different types of family configurations in this day and age but leave gender conversations for families to discuss based on their values and beliefs. Unless all viewpoints are going to be shared: including religious views and the research that gender confusion is a mental illness, it has no place in the classroom. If we want our students to be critical thinkers, we need to teach all viewpoints, including the ones that aren't widely promoted. I don't anticipate Oregon will allow for that. Also, what is a fourth grader learning about consensual touching?? Like hand-holding? Need a much clearer explanation. And we're teaching fifth graders about microaggressions? And what are these norms around gender we are going to recognize? That there are two genders? And menstruation is something some people experience? Do you mean girls and women? This is so confusing for little children.	I'm glad we are talking about fake pills early and often.	I did not even know what many of these things were when I was in sixth grade. How have we taken away so much of our children's innocence? These are not age-appropriate - 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. 6.GD.6 Define sexual and romantic orientations, including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. Anal sex should NOT be discussed with 11-year-olds. In fact, sixth graders should not even be in middle school. We need bigger, K-6 elementary schools. And just how will privilege be discussed in 8th grade? This leaves more questions than answers.		If you are going to discuss pregnancy and abortion - the methods and the history - then there should also be a standard that discusses how different religions and cultures view and address these topics.	Finalize? You are asking for comment as you finalize? You should be asking for input on your first, second and third drafts. This needs to go back to the drawing board and have a second-look at what is truly developmentally-appropriate, comes across as well-rounded and inclusive of all religious and cultural views, and removes items that should really be left in a handout that is sent home to parents to discuss at home as they deem appropriate for their child's maturity and development.
Columbia Gorge	District Administrator	Asian	Prefer not to answer		There should be no education to K-5 students regarding sexuality. K-5 should be focused on core subjects like, math, science, reading, history, music and arts.		Sexual education should be left for parents to teach.			I am highly disappointed that the state feels like they should be exposing grade school children to sexuality. Let kids be kids!
Southern Oregon	Other	Prefer not to answer	No	Information on substance abuse and teachings on good nutrition and physical activity.	Get rid of all the discussion promoting deviant sexual practices. Examples: K.HRVP.3, K.GD.1, 1.HRVP.4, 1GD.2, 3GD.2, 3.SRH.2, 4.HRVP.4, 4GD.3, 5GD.5,	Nutritional information	6GD.5, 6GDS.6, 7.GD.3, 7.SRH.2, 7SRH.6,	Cautions concerniong substance abuse and good nutritional habbits.	Stop indoctrinating the children to accept abhorrent sexual lifestyles.	Leave the sex education to the parents and gaurdians.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	I found the focus on encouraging healthy movement and food choices to be positive. The anti bullying is good and the focus on helping others.	Elementary age children should NOT be discussing gender identity and sexual orientation. These discussions are far beyond their development and ability to fully understand and should not be happening at the k-5 level. These types of discussions do not belong in a classroom between teachers and students but at home between parents and children. I also found it very disturbing that teachers would be asked to discuss human genitalia with k-3rd grade students. This is totally out of line and should not be happening at such a young age. A kindergarten teacher should never be using the words penis or vagina in a discussion with his or her students.	The focus on drug use prevention and healthy lifelong habits is a positive.	The Growth and Development section along with the Sexual and Reproductive Health sections of grades 6-8 are far too focused on sex, types of sex, sexual orientation, sexual preferences and gender identity. A teacher's job it's not to suggest new ways for a child to get into trouble. Children should be allowed to be children. They should be advised to make smart decisions with their health, not encouraged to make unwise decisions that will affect them the rest of their lives. These standards go way too far and are not age appropriate for 12 to 14 year-old children.	I found the high school standards to be much more age-appropriate than either the middle school or elementary School standards.		I believe Oregon's Health standards are far too focused on sex and gender and need to be refocused on more age-appropriate material.

Southern Oregon	Community Member	White	No		Stop teaching children about penetrative sex other than how it relates to procreation. The so called experts need to read a basic college psychology book about what "normal" sexual activities might include. Just because an extremely small percentage of the adult population want to be validated doesn't mean children need to exposed to their personal issues. Let students no that they aren't alone that they can speak to someone and keep the parents involved unless there is extreme danger verified by proof other than the child's word.					Stop making Stop making school about sexuality especially through 8th grade
Willamette Valley	Community Member				to mature of content for these children stop the grooming let them be kids		slow down with the sex talk- let them be kids			you do NOT represent families in Oregon- you push to far and to fast- slow down
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	not many. I am a parent and I know these things are talked about at school but I want to be the one who teaches my kids about sex and gender and relationships. NOT A TEACHER> THIS IS NOT THEIR JOB	One parents need to be notified FIRST about when this may be taught in class and then have to ability to pull my student without penalty from class that day.		have this optional. My kids will learn this at home. I understand that other students have parents that wont teach this but again I want to teach my child NOT A TEACHER.			
Oregon Coast	District Administrator									I continue to be concerned with ODE's insistence on including age-inappropriate standards regarding sexuality, gander, and gender-identity. All this does is generate controversy that local school personnel must waste time and energy on navigating. ODEs insistence on including these controversial standards simply does not work. Districts with an ample percentage of parents who object cannot FORCE the children of parents who object to participate in the controversial lessons. Trying to force them creates a vortex of controversy that distracts educators from truly educating kids. It seems a smarter approach would be to make these standards optional and allow parents to opt their children in to these controversial lessons. ODE should follow the
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer							My concern with the proposed health standards is with the sexual and moral ideologies that are being taught in these requirements. The health and safety of our children is important, but this is first and foremost the responsibility of the parents. While the state can offer a service to educate children, they step beyond their bounds when they indoctrinate with ideologies that may contradict many of the family values that Oregonians hold dearly, specifically the values of gender and sexuality and family relationships. The sexual views that these standards promote and require go against morality as our God designed. These ideologies have harmed our children over the years and will only continue to harm them further. These standards and requirements related to
Portland Metro	Community-based or Non-Profit Organization Employee	White	Yes	Appropriate language for children Appreciate the phrasing of K.FNP.4, especially regarding cultural specificity and accessibility Appreciate the age-appropriate anatomy/sexed/healthy relationships training Appreciate the inclusion of LGBTQ+ themes, especially affirming gender diversity Appreciate the recognition of "many types of families"--would also include intergenerational and single-parent families Love that 3.FNP.1 promotes sustainability in diet Love that 4.FNP.1 includes tribal recognition Love that 5.SRH.2 includes alternative methods for achieving pregnancy Appreciate that there is consistent distinction between "communicable and noncommunicable" illnesses	1.HRVP.1 seems broad and vague--lots of objectives from one standard There is discussion of "violence and abuse"--are there any standards around defining violence and abuse (including mental/emotional, financial, religious, etc. - beyond physical violence) for younger students? In reading 3.SEM.5 I'm noticing that there is a lot of emphasis on "trusted adults"--although important, I would love to also see representation of peer-based community building. How can students support their friends/siblings/peers, and ask for support in return? I wonder if there's room for 4.FNP.4 to include alternatives to high-sugar treats Re. 5.FSA.5 - inclusivity is important, but I'd also want to stress belonging--something like "identify the ways that people with disabilities are no different than people without disabilities" (and perhaps also explore visible/non-visible disabilities) 5.HRVP.7 - include dating violence?	Appreciate that 6.SRH.7 is affirming to alternative methods of responding to pregnancy, including abortion; Appreciate that 7.FSA.7 addresses social media use; Love 7.SEM.6; Love that 8.WHP.4 includes broad and various health facets; Love that 8.SFA.4 includes collaborative projects; Love that 8.SUB.9 examines systemic roots of oppression; Love that 8.HRVP.1 includes various methods of communication; Love that there is inclusion of resolving/repairing conflict and ending an unhealthy relationship; 8.HRVP.6 Appreciate the inclusion of confidential advocates; Love that 8.SRH.5 specifically includes internal/external condoms and dental dams; Appreciate the inclusion of prenatal care in 8.SRH.7; Appreciate the inclusion of PrEP/PEP in 8.SRH.8; 8.SRH.11 is important-thank you for including	6.FSA.3 - What are the safety principles? 6.SUB.3 - Identifying reasons why someone would choose not to use substances begs the question why someone WOULD choose to use substances. Is there room for a standard around identifying reasons why someone would use substances, and suggestions for management and/or healthier alternatives? Similar to how various standards involve ensuring students are aware of law/policy protecting their rights (ie. 6.SEM.5), I would love to see standards around making student resources, especially around SRH, known: student health centers, community-based/culturally-specific support, school-based confidential advocates, etc. 7.WHP.4 seems moot unless there is support in tracking/achieving said goal 7.SUB.1 - include healthy/medicinal/spiritual/recreational substance use in that list 7.HRVP.10 - appreciate the acknowledgement of mandatory reporting laws; would potentially expand to include resources for support beyond reporting (ie. peer support, family/community support, confidential advocacy) Related to 7.HRVP.10 - I believe educators and students alike could	HS.WHP.10 is intriguing--I appreciate that students are challenged to consider this HS.SUB.2 - appreciate the acknowledgement/inclusion of naloxone practice HS.SUB.11 - appreciate the inclusion of "community support" and destigmatized language HS.FNP.3 - appreciate the inclusion of "fad dieting" HS.HRVP.7 - love this inclusion HS.HRVP.8 - I had never considered AI in this context and am stoked that students are being challenged to! HS.HRVP.9 - love the discussion of impact vs. intent	HS.SEM.6 - would love to see the same encouragement of community support / response resourcing as demonstrated in HS.SUB.11	Appreciate the emphasis on equity and belonging. The cultural-inclusivity, promotion of tolerance and accepting of diversity in gender and sexuality was clear. I appreciate the pragmatic, evidence-based, and justice-oriented goals laid out by these standards. This is the Oregon in which I want to live!

Southern Oregon	Other Parent	Prefer not to answer	Prefer not to answer	They are wildly inappropriate and do nothing to contribute to improving the education of Oregon's students. In fact, it does quite the opposite.	The graphic nature of what will be described and discussed in the classroom is absolutely abhorrent. Oregon is going too far. These are topics that should be discussed by parents, not teachers. Oregon students are failing in every measurable way, this is not what your focus should be on. You will also be placing teachers in a difficult position, many will either ignore the standards or resign, as this material violates their conscience or religious beliefs.	Absolutely NOTHING.	Don't teach them about anal sex, this is far too explicit. You think enrollment numbers are bad now? Just wait!	NOTHING.	You should be leaving it up to districts to decide what sort of curriculum and content that best serves their community.	Oregon public school enrollment is plummeting. Implement this, and it will freefall. You focus on all the wrong things for the wrong reasons, and parents and tax payers are fed up. Quit trying to over-sexualize children and allow PARENTS to decide when these sensitive topics should be introduced.
Central Oregon	Community Member			Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,
Central Oregon	Community Member				Do not include sexual programs for young children K-9,		Do not include sexual programs for young children K-9,		Do not include sexual programs for young children K-9,	Do not include sexual programs for young children K-9,
Central Oregon	school board member	Prefer not to answer	Prefer not to answer	Hygiene, non- sexual anatomy related education. Age appropriate to meet standards based on a societal, agreed upon, non-controversial norms (over 50%).	There is no place in K-5 education for discussions around gender, gender identities, pronouns, lifestyles, sexuality, intercourse, contraception etc. children should not be exposed to these confusing, contentious, non-agreed upon topics at such a young age.	N/A	There is no place in 6-8 grade education for discussions around gender, gender identities, pronouns etc. Middle school standards should involve hygiene, abstinence, contraception, STD prevention and societally non-controversial standards. Parents should have a right to opt out.	N/A		
Eastern Oregon		White			Stop trying to define gender as other than sex.		Stop trying to minimize sex education to young children.		Examples of sex is not necessary.	
Willamette Valley	Community Member K-12 Student Parent/Guardian/Caregiver School Volunteer			Weaknesses	It's not up to schools to teach any gender or sexuality to children	Weakness encourages children to act out on gender or animal preferences	To teach subjects for education like Math Reading Science Biology and PE	Health diet and nutrition along with exercise	Being a safe place to learn not maki g any uncomfortable with sex or gender	Yes let children alone to grow healthy
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	For the most part the sections on wellness, health and safety, first aid, and food nutrition and physical activity are well rounded and have decent curriculum for the topics. They explain what's necessary for children to learn, the basics of health education for grades k-5. What's important and what's not. How illnesses spread, good and bad foods, and safety processes.	Topics regarding to substance use, social emotional, mental health, and healthy relationships aren't necessarily appropriate for the age group k-5. Why can't kids be kids and not be taught these things at such a young age. There's a point when kids have to grow up and live in this crazy world why make them grow up so soon. Yes there are some curriculum that's necessary but sexual orientation, teaching about sexuality before 6th grade isn't necessary, no child needs to be sexually active by choice at that age. Teaching children about the dangers out there might be alright. Children used to learn the basics. Girls get periods at some point and boys go through puberty. Etc. nothing more than basic info should be introduced to children in grades k-5. Introducing children at young ages takes away their innocence.	Topics: wellness, safety, food nutrition are all fine and necessary.	The topic of growth and development has nothing to do with sexual orientation, why are we throwing this stuff down their throats. If they are heterosexual or gay or lesbian, etc hey can be they don't need to be talked to about it. This isn't a school related issue or topic. Teach children things that are important. Math, science, reading and writing. Give them physical education and music so they can learn different outlets for easy stress and anxiety relief.	Topics related to wellness and health, safety, food and nutrition and substance use are decent topics for the age group. High schoolers will have different peer pressures than those in the lower grades. They will have easier access to things that the younger children won't. So these topics are necessary.	The constant talk about mental health is just teaching the kids to be a certain way, to be dependent on others rather than teaching them to be independent and a good member of society. High school is the better age group to teach about sexual encounters, not orientation, or different ways to sexual please another being.	Over sexualization these days is ridiculous and not necessary. Introducing sexual education to elementary children is inappropriate.
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	None. I do not agree with the proposed draft 2023 health education standards.	Delete all of that K-5 draft 2023 health education standards you have written up and start over. EACH and every suggested "improvement" is quite the opposite.. you are dismantling the education system and angering parents. This is NOT the majority. I will pull my kid from school if there is one ounce of this at my child's school. Let the parents do the sex teaching NOT the teachers!!	None. Let the parents, do the sex teaching not the teachers.	Let the parents do the sex teaching, not the teachers	Let the parents do the sex teaching, not the teachers	Let the parents do the sex teaching, not the teachers.	DO NOT FINALIZE IT. Whoever is writing these are not the majority and parents are rising up to fight against this nonsense that we call public schools. Some schools are rising up against this and what you are proposing is NOT at all appropriate. it is ungodly, satanic even. Let the parents do the teaching when it comes to that.. not the schools
Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	There is too much emphasis put on "Trusted Adult", and seemingly a blatant disregard to the child / parent relationship.	I was in Boy Scounts, until a "trusted adult", was found to be a child molester. Coaching kids to just find "trusted adults" is a slippery slope. I only advise it in the event kids don't have parents they can talk to first. What is going on here? This is plain bad. Furthermore, pushing consentual touching and other types of relationships as early as 4th grade, is too young.	Promoting sexual activity more than it needs to be. And further promoting non-traditional sexual relationships is not for us.	Overly sexual, and undermining age-appropriate nature of education.			Please stop promoting explicit sexual content at such early ages, and trying to normalize for the minority. This is too much.
Willamette Valley	K-12 Student Parent/Guardian/Caregiver	Prefer not to answer	No	Zero, it's all horrible.	My child does not need to be told anything about genders or sex, that is up to the parents regardless of beliefs THEY DO NOT BELONG IN SCHOOL	It's all absolutely disgusting and a huge reason I am withdrawing my children from the public school system. You all disgust me, and the school system is a joke.	All of it. Make it about academics NOT SEX. Birds and the bees is for parents.			I hope you all lose your funding if this is supported and makes it into our classrooms.
Eastern Oregon	Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	Prefer not to answer		There are no strengths in these Health Education Standards. K-5 should not be taught any of these Standards. These are things to be taught at home by parents.	The improvements would be to remove all of these Standards. All of these should NOT be taught in public schools in Oregon.	There are no strengths in these standards for middle school.	Health is an important subject for K-8. Sex education is not to be taught in public school.	Sex education should NOT be taught in public school.	The only improvement would be for all of this nonsense to be forgotten!	I can not be more clear, sex education should not be taught in public school. Sex education in K-5 is rediculus. Small children should not be subjected to sexual thoughts. Public school is no place for this type of education. Sex education is for parents, clergy, and doctors to teach is is utterly rediculus!
Portland Metro	Community-based or Non-Profit Organization Employee				Fifth-graders need more information on teen brain development and impact of drugs on normal development.		First, fix the typo -- improvement. There is not enough emphasis on teen brain development and the impact of drugs on normal development.			
Eastern Oregon	6-8 Teacher Community Member K-5 Teacher Parent/Guardian/Caregiver			SOCIAL AND MENTAL HEALTH	I feel you are implementing sexual topics at a too early if an age. The topics you're introducing from 3-8th are inappropriate.					
Central Oregon	Parent/Guardian/Caregiver	White	No		don't subject k-5 students to discussions on gender, sexuality and sexual orientation.		Don't teach students anything beyond hygiene and the basics of man/women sex, Basics of reproduction. Stop exposing them to pornographic content.		Teach health risks . Don't expose them to pornographic content. There is lacking an emphasis on healthy families. It is not your job to talk them into questioning their sexuality.	Stay in your lane. You are not their parents, you should only be teaching health and the basics of reproduction.

Eastern Oregon		Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)								Implementing health standards that are overly sexual for elementary students is a misguided approach that undermines the age-appropriate nature of their education. Elementary school is a time for children to establish a foundational understanding of health and wellness without delving into complex and mature topics prematurely. Introducing explicit sexual content at this stage could lead to confusion, discomfort, and an inappropriate acceleration of their sexual awareness. Instead, the focus should be on teaching basic hygiene, nutrition, and physical activity, which are essential building blocks for a healthy lifestyle.
Southern Oregon	OR	Parent/Guardian/Caregiver			Teaching kids about their anatomy. Teaching children about inappropriate touching. Teaching children to respect their bodies and how to hold boundaries.	Only female and male anatomy should be discussed, no gender neutral topics or anything of that sort.	Teaching kids about their anatomy. Teaching children about inappropriate touching. Teaching children to respect their bodies and how to hold boundaries.	Only female and male anatomy should be discussed, no gender neutral topics or anything of that sort. Discuss excepting everyone for who they are, but do not push the topic. Discussion about abstinence, protection, and deep discussion about STDs, including AIDS	Teaching kids about their anatomy. Teaching teens about inappropriate adult touching. Teaching children to respect their bodies and how to hold boundaries. Std discussion.	Only female and male anatomy should be discussed, no gender neutral topics or anything of that sort. Discuss accepting everyone for who they are, but do not push the topic. Discussion about abstinence, protection, and deep discussion about STDs, including AIDS. More discussion about the importance about respecting your body and setting boundaries and respecting other people's boundaries. Discussion on what is rape, and making sure teenage boys know that pushing a girl into sex shows disrespect to boundaries and can be seen as rape if the girl said no, etc.	Do not confuse our children with LGBTQ topics. Teach how to accept everyone as they are and to be respectful of others. Do not confused innocent children's mines anymore.
Willamette Valley		Parent/Guardian/Caregiver	White	No	Good job teaching about healthy food choices.	Just teach the basics. Leave the sexual orientation out of the curriculum! Quit pushing that they can choose who or what they can be.		Quit pushing the ideas that they can choose who or what they should be! This is mental child abuse!		Quit pushing the ideas that they can choose who or what they should be! This is mental child abuse!	This is terrible! You are ruining the youth of America!!
Oregon Coast		Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Most of the guidelines will be beneficial.	I do not believe it is appropriate to teach young children in 5-6-7-8 grades about safe ways to have ORAL, VAGINAL, and ANAL sex. This is going to take away a child's innocence. Most children do not even start developing at these age. This is HIGHLY INAPPROPRIATE!	No comment	I do not believe it is appropriate to teach young children in 5-6-7-8 grades about safe ways to have ORAL, VAGINAL, and ANAL sex. This is going to take away a child's innocence. Most children do not even start developing at these age. This is HIGHLY INAPPROPRIATE!	No comment	If you must teach children about safe sex a good age for that would be around 16 no sooner.	
Willamette Valley		9-12 Teacher Community Member Parent/Guardian/Caregiver	White	Yes							
Willamette Valley		Community Member Parent/Guardian/Caregiver School Volunteer	Multi-racial		I have noticed absolutely nothing positive with the K-5 health education standards. I find the standards repulsive and inappropriate.	To remove all the false gender identities, gender affirming and gender types that you guys are pushing down kids throats. Telling them to recognize ways in which norms and laws around gender and sexual orientation have changed over time is absolute nonsense and NOTHING you should be disgusting with someone else's kid. You don't teach about christianity or waiting until you are married for sex, no you just push this nonsense of 103 different genders and that men can become women and vice versa which they can not and it is time this nonsense stops. You guys are literally making parents pull their child in masse right now and more and more will continue to do so if you continue this nonsense. I will for one pull all my kids if this perverse continues. Also, things like teaching first graders about attraction is crazy...they are six years old.	I notice they have none	Talking about masturbation and anal sex with kids that you don't know and have zero understanding of where their minds are emotionally and sexually is quite disgusting. That should be the job of the parent to discuss with their kids when THEY feel THEIR kids are ready, not some teacher who today, could be a pervert. We have had teachers ask their students to write about their sexual fantasies, IA's who have been arrested for child sex crimes and representatives from Planned Parenthood come teach a health sex ed class that had images of vaginas with genital piercings which is completely unacceptable and a reason why parents do not want anyone teaching their kids this stuff.	Again, you are feeding these kids lies with this 103 gender nonsense and telling them that men can be women and women can be men. That is not the case, they can pretend but they will never be the opposite sex per their DNA....you know science. So stop feeding this crap to our kids. We are tired of it. We will not allow it and we will pull our kids from public schools.	Teach them the basics, STDS, protection, pregnancy info and stop with the pushing of this gender ideology on our kids. We are done with it.	We parents are not putting up with this disgusting curriculum that you are pushing on our kids. Stop with this gender nonsense. We have kids that can't read or barely write when they graduate high school. Kids who don't know how many wars we have been in and with who or the outcomes. Kids that can't sign their name in cursive or recite the months of the year in order and you guys are concerned with telling them the 103 made up genders that they can be. We have kids identifying as furries and wanting liter boxes int he bathrooms...this is because of you guys creating this nonsense delusion by telling them that they can be a cat or a dog or whatever they identify with on any given day. just stop!
Willamette Valley		6-8 Teacher Community Member		Yes	Sadly very little. I feel that we are getting away from the core things that are important and focusing too much on gender information.	Remove gender ideology teaching from k-12 curriculum.	none. It seems to be pushing the gender issues on students rather than focusing on actual important health information. I get so much feedback of parents not wanting their kids to be part of these discussions and pull them from these lectures which in turn makes them miss out on important info on things like safe sex, STD's, pregnancy, testing etc.	Focus on actual health education and not gender ideology.	Again, the kids aren't paying attention and many are being pulled because of the GI being pushed.	Get back to the basic standards and not gender ideology.	We are losing kids in these classes in mass amounts and it will only continue to get worse as parents do not want a school telling their kids about gender expression, gender affirming care etc. This needs removed from our curriculum.
Eastern Oregon		Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	The WHP, SFA, SUB, and FNP areas provide some helpful, accurate and appropriate information.	I find nearly every bullet point in all K-5 SEM, HRVP, GD, SRH areas not age appropriate, agenda pushing, and an overreach into parental responsibilities. For example- K.HRVP.3- that is detrimental and confusing and false. 1.GD.3- not age appropriate at all! 4.SRH.1, 4.HRVP.2, K.GD.1, 5.SRH.3, 5.GD.1 - you are trying to get elementary aged kids to become sexually active. Whose agenda is it to push this on my kids? 4.SRH.1- love is not shown by kissing hugging an touching. Affection- yes. Love - no. Real love looks like service, respect, selflessness,… again with teaching kids sex, sex, sex. Sex is a good thing- When you are an adult and married. NOT IN 4th GRADE!!! Not in schools. The GD and SRH sections at every grade level are complete garbage. False, misleading, facilitating confusion, agenda pushing, UNHEALTHY!	The WHP, SFA, SUB, and FNP areas provide some helpful, accurate and appropriate information. 8.GD.6- discussing different ways to connect a family- great.	6.GD.3 - NO!! 6.GD.5, 6.GD.6-garbage, agenda pushing 6.SRH.2- 6.SRH.11- completely aligned with encouraging minors to engage in sex and sexual behaviors. Not healthy. Not healthy for the undeveloped brain, physically (STDs), self esteem, future relationships, economic situation, and I could go on and on and on. The overall referencing to gender identity and orientation and how anyone can be anything is not only false but harmful, confusing, and anything but healthy (physically or mentally). 7.HRVP.2- it's not helpful or healthy to teach a 7th grader that they are mature enough to make that kind of decision. And not only mature enough but that it is their right. Are you crazy? And we are trying to teach " healthy relationships" here.… Fail. Education is way overstepping their bounds in some of the HRVP, and all of the GD, and SRH areas. The GD and SRH sections Not only push and encourage sexual activity, they make it seem the normal thing to be doing in 6th, 7th and 8th grades. Unbelievable that we would want to spend money and resources on something that will ruin	Again, the WHP, SFA, SUB, and FNP areas provide some helpful, accurate and appropriate information, but less so than before. Definitely has a liberal undertone. HS.HRVP.5- helpful	I assume you mean grades 9-12 and not 6-8 in this section. Again, the GD and SRH sections are all about encouraging sex (HS.GD.2 especially). It's all about what to do when you have sex, what to expect, who to have it with, how to prevent pregnancy,.… Nothing about what a healthy relationship that will last looks like. Nothing about what real love looks like. All self gratification. Do what you want, when you want, with whomever you want. I'm pretty sure that's the exact opposite of what I'm trying to teach my own kids right now. Again, not an area public education should be concerning themselves with, especially if this is the kind of hurtful and unhealthy information and pressure they and going to push.	Please do NOT pass this. This will ruin the lives of so many children. Bring confusion, sadness and turmoil to so many lives. Make it almost impossible for anyone who follows these horrible sexual suggestions and guidelines to have a healthy relationship later in life.

Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS

Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS

Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Willamette Valley	Parent/Guardian/Caregiver School Volunteer		Yes	nothing	Remove the lessons on gender. We do not want our kids being told different things than what we feel and believe or that our religion believes. They are our kids and we do not coparent with the schools. Teaching kids about attraction in first or second grade is too young and not the job of a stranger.	nothing	Remove gender lessons. Teaching of different sexual positions and things like anal sex and masturbation is not the job of a "teacher". You teach these classes coed which just makes these kids feel uncomfortable and most would never even ask a question if they had one so I see no good from these classes as is. Separate girls from boys and teach the basics, safe sex, the different diseases they can get and what can happen from not safe sex. The gender crap needs to stop.	Remove lessons on gender.	Remove lessons on gender	Parents will pull their kids from not only these classes but also schools if this continues.
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS

Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Oregon Coast	Parent/Guardian/Caregiver		No		Stop shoving this BS onto our youth!					
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Multi-racial	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDEIRS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS

Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD, WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY??? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE, YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT, TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Willamette Valley	Parent/Guardian/Caregiver			Idk						You should not be teaching anything about LGBT+ or gender dysphoria or transgender to children. It is not true and only recently become a theory. This is harmful to kids and "gender affirming care" has no evidence supporting it. You are over sexualizing kids in the name of 'equity' but you are ruining them at the same time. Kids deserve to preserve their dignity. You have no right teaching this stuff to kids, stick to facts that ever walk of life and religion can agree on. Otherwise it's just propaganda. Wokeism has become the modern scholar religion. It has no place in schools
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	Topic areas 1-5 appear appropriate per grade level in the K-5 Health Education Standards.	I am so upset by many K-5 standards in topic areas: #6. Healthy Relationships and Violence/Abuse Prevention, #7. Growth and Development, as well as topic area #8. Sexual and Reproductive Health. Overall, I feel there are numerous K-5 standards in topics 6, 7, and 8 that seem directed at sexualizing our children. The standards begin discussing sexual topics way too early. It appears seeds are being planted, starting in kindergarten (K.HRVP.3, K.GD.1, K.GD.2, and, K.GD.4) to make children aware of genitals, the farce of "choosing one's gender," and by different types of family configurations I am assuming homosexual relationships will be introduced. In Kindergarten! It is a parent's job to teach their child about private parts at these young ages, not the teacher's. Before reading the 2023 Health Education Standards, I was under the impression that matters of sex were not discussed until 5th grade. Reading through these standards it is clear that there is an agenda to make our children aware of sex at far too young of an age as well as to groom and brainwash our children into thinking that it is okay to choose your gender on a spectrum, have sex with whomever you please before marriage, and celebrate immoral behavior. So much	Topics 1, 2, 3, 4, 5, and most of topic 6 appear appropriate and on par with the health education needs of middle school students.	Again, I find many items in the topic areas, "Healthy Relationships and Violence/Abuse Prevention," "Growth and Development," and "Sexual and Reproductive Health," to be very suggestive. It is completely inappropriate to teach students about gender expansive identitites, sexual orientation, masturbation, sexual expression. I am appalled to see 6.GD.6 which teaches 6th graders about 7 different types of sexual orientation. 6.SRH.2 should be elminated as it is completely inappropriate to teach 6th graders about oral and anal sex. 6.SRH.3 should be deleted or amended to encourage children to wait until they are adults and married before having sex.	Topics 1, 2, 3, 4, 5, and most of topic 6 appear appropriate for High School students.	Similar to K-5 and middle school standards, I find some of topic 6 and much of topics 7 and 8 to push sexuality and ideas of transgenderism/gender dysphoria on our High School students. Please edit these standards appropriately.	God created each one of us for a specific time, place, and purpose and He intentionally created each of us to be our specific gender, not at birth, but at conception. At the moment of conception, a very specific and unique DNA code was created to make all parts of that baby either male or female. Are there occasionally, truly transgender people born? Yes, but it is very very rare. Our culture is pushing the idea of transgenderism on so many children right now, and it is wrong. To be even more specific, it is evil. Empathy should be shown to anyone who seems to be experiencing gender dysphoria as they have probably been through a lot and are still going through a lot, but they should be encouraged to be who God created them to be. Overall, I would like the Oregon Department of Education to know that we
Southern Oregon	Parent/Guardian/Caregiver	Multi-racial	No		Removal of anything related to gender, affirmation, lgbtq+ topics and the like. These are not appropriate for adults to be discussing with minors especially without their presence of their parent.					Get back to the basics and remove the DEQ, gender, and other politicized topics.
Portland Metro	6-8 Teacher	Hispanic/Latino(a)(x)(e)	No	I think there is too much focus on gender and sexuality for the age groups.	Remove the curriculum having to do with gender and sexuality.	There are topics that many families do not want taught to their children in schools.	Remove content pertaining to gender and sexuality.			This is too progressive. It's aggressive and an overreach.
Central Oregon	Parent/Guardian/Caregiver	White	No	Honestly, not much. A larger portion should not be taught in school. Learning about one's body and how it changes in puberty there are some obvious others, but it needs to be age appropriate!	Be more age appropriate!!! Most of it is way too inappropriate for the ages being taught. Specifically about sex, different ways to express gender. Sexual and reproductive anatomy to a 7 year old?? Seriously? If I listed everything I would be here awhile. It's common sense that a lot of this shouldn't be taught at all and most of what should be is exposing children way too early to sex.					I pretty much have the same comment for all questions. I am disgusted and saddened that adults think it's ok to expose children to this. As far as sexual orientation, LBGTQ etc and ALL relating to that should be held until high school and should be in a completely different class that should be optional to attend per parents consent!
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	Teaching children about their normal bodily functions and what they should be concerned about, only when it directly pertains to their birth defined gender.	Close the gap between school responsibilities and parental responsibilities. Parents should have to opt in not opt out, and for anything other than basic bodily functions, should offer parent and children classes together outside of normal school hours as a free course.	I haven't noticed strengths	Bullying is still a problem, despite all the efforts to persuade otherwise.	None	High school is grades 9 through 12, the information is incorrect. Same as above for middle school. Opt in not out. Offer parent/child classes after school for free, with childcare if possible, and allow for mini seminars. Teach kids with their families and/or parents alone and give them information needed to set their kids for success based on their family values	ODE is assuming too much of the role of the parents. Offer support, offer literature, mini seminars or classes with childcare and teach parents how to teach their kids. It's the parents job, not ODE. Parents can then use information to make the best decisions for their families and their children.
Southern Oregon	Parent/Guardian/Caregiver	White	No							I believe that no sexual topics should be introduced in elementary school health education.

Willamette Valley		Parent/Guardian/Caregiver	White	No	That kids are being exposed to unnecessary sexual "education" a teacher doesn't need to be teaching a minor about oral anal or any other kind of sex also the "benefits" of vaccines why aren't the side effects being taught as well.	Getting rid of anything political. Lgbtq sexual orientation and climate change	Nothing	Stick to basic learning. Kids don't need ti be kea ring about any of the stuff presented.			
Eastern Oregon			Prefer not to answer			In the first grade, there is a discussion planned of how people from different genders behave? What on earth are you talking about?					I have been devoting my life to rebuilding trust in the public schools. You are not helping.
Oregon Coast		Parent/Guardian/Caregiver		Prefer not to answer	There are no strengths. It is a bunch of ideological propaganda meant to confuse our kids and indoctrinate them into the leftist gender identity and sexual identity BS.	Quit trying to talk to our children about gender, sexuality and sex.	There are no strengths. It is a bunch of ideological propaganda meant to confuse our kids and indoctrinate them into the leftist gender identity and sexual identity BS. Anyone talking to children about safe anal and oral sex practices should be locked away and not allowed contact with children.	Teach kids basics about anatomy and STD's and STI's and general reproduction. Absolutely no identity bullshit	There are no strengths, you are trying to teach kids that if they are uncomfortable in their body, which most kids going through puberty are, they can get on permanently damaging hormones and have life altering surgery and it will fix everything when in fact it fixes nothing and mutilates child.	Reiterate what the different STI's and STD's are and how to identify them. Talk about child birth. Discuss contraceptives and proper use.	Keep your political and social justice crap out of our schools. Anyone pushing or even talking about gender identity with children should be jailed, same goes for anyone teaching kids about sex.
Portland Metro		9-12 Teacher			We have turned education into a social healing entity rather than an education.	Leave sex out of it!	Focusing on proper body care (hygiene, nurtition, excercise)	This should be seperated by male and female. Kids at this age do not need to know the specific names and locations of the opposite gender sexual anatomy.	Focusing on a well rounded health is good.	We do not need to be teaching about transformations, etc.	We have gone sideways with our morals. Teach morals if anything. Get back to the science of chromosomes!
Eastern Oregon		Community Member		No	Mental Rape to our children	Leave this mental rape of our children out of the schools	Mental rape of our children	Leave this mental rape of our children out of the schools	Mental rape of our children	Leave this mental rape of our children out of our schools	Just stop with the mental rape of our children
Willamette Valley		Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) White	No	Nothing	Ditch the gender and sexual talk and focus more on math and reading.	None				
Eastern Oregon		Parent/Guardian/Caregiver			Please withdraw proposed standards with respect to sexuality required training. These are not agreed upon standards that should be taught to such young children and need to be age appropriate.	Please withdraw proposed standards with respect to sexuality required training. These are not agreed upon standards that should be taught to such young children and need to be age appropriate.					Provide more control to elected school board members that are care about and represent their communities
Eastern Oregon		School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	No	There are NO strengths in this K-5 Health Education Standards. A bunch of garbage. Kids need to be kids. These types of standards do not need to be addressed at the elementary or middle school. These type of standards are just plain political and do not need any place in the education system.	K-5 students need to know they are loved. They do not need to have ideas put in their head they are all politically motivated. Go back to the old school- teach them how to eat healthy, exercise and the benefits of both. Talking about different genders, naming genital body parts and how they differ in KINDERGARTEN is WRONG !!! 3rd graders do not need to know about HIV/AIDS- these are topics for older age 9th grade and above. Please do not take away our children's innocents by filling their heads with this garbage.	NONE !!!	Stay with the basics. NO MORE POLITICALLY MOTIVATED STANDARDS !!	NONE !!!		Please do not take away our children's innocents by filling their heads with this garbage. These standards that you suggest are politically motivated and have no place in the classroom. The world we live in is crazy right now and we need to get back to basics and just LOVE our kids. Teach them right from wrong. Be parents to our kids and teachers just teach- no more brainwashing. I feel so sad for this younger generation, they have no idea how good it used to be. Please do not destroy these kids futures by meeting some political agenda.
Portland Metro		Community Member Community-based or Non-Profit Organization Employee	White	Yes	I think all of the standards are thorough and build upon themselves at every level, which I highly appreciate. I like that at the K-5 level, violence prevention included more than just encouraging kids to speak up about abuse but involved true primary prevention.	This is applicable for all grade levels, but as someone specialized on the violence prevention and healthy relationships section, including the gender identity standards in that section felt less strong. As a trans person and someone who believes strongly in teaching about gender identity, I like that it is in there and I can see the advantage of putting something that is currently controversial in a section of the standards that is less controversial. However, as a trainer on violence prevention, a thorough lesson on gender identity does not tie as strongly to our content as I believe it would in sexual and reproductive health.					While these standards are very long, they are also very thorough and are consistent with the most current best practices in my field, and I'm excited that we get to keep up with those best practices here in Oregon.
Oregon Coast		Parent/Guardian/Caregiver	White	No		Keep lgbtq out of primary school		In my opinion, anything lgbtq shouldn't be a main focus.			
Central Oregon		Community Member	White	No		Get back to the basic teaching of health in the primary grades and leave the "Sex Ed" until appropriate age of middle school when the understanding can be applied correctly.		Children don't need to be taught how to masturbate in school, teaching appropriate reproduction processes so the understanding of cause and effect are understood.			Please protect our children and let them be children!
Oregon Coast		Parent/Guardian/Caregiver	Prefer not to answer	No	I am agreement to teaching students to be kind to all and aware that all people matter.	Be careful of language and verbiage of people's choice outside a school setting. We can maintain being kind and treating people well without teaching personal life choice or anything around gender.	Teaching good soft skills and awareness of emotions	We can teach emotional awareness and kindness to all with out getting into personal choices of relationships and love feelings. Think everyone can agree no child in middle school should be dating or having sexual relationship and should focus on treating people equal and kind	Awareness and good people skills. Teaching emotional language and awareness of behaviors	Schools need to focus on good human behavior as in kindness, inclusion regardless of a persons choices and preferences or skin or heritage. But talking about love relationships and pathways to exploration is not educational based and unnecessary in schools	I wish more time was spent on stress management, good eating habits and how body functions work.
Other	WE live in Counties / Regionalism is socialist/communist construct - whether you know or not.	Other	Except for money why does this matter? Other		Not enough of the three R's - to much indoctrination - UNESCO, used for years before "Faux" "Sustainable Development" came along. Every change has lowered standards.	Parental control is a key element in healthy education - When agitprop becomes the starting point, the schism is continuous.	Not enough truth, mostly agitprop,	Remove UNESCO, Education for Sustainability, focus on learning not confusing the social issues.	Nothing	Stop using divisive Fabian Socialist equity when the students are individuals. There is no possible way to remove biases when you in fact create them.	Where were the parents in the beginning of this education lowering pogrom? My E mail for response- bbrockelb@bctonline.com
Southern Oregon		Other		No	Fitness/Diet	Remove focus on sexuality, sexual preference, etc. Discuss dangers of Marijuana, especially its impact on the developing brain.	Same as above	Same ad above	Same as above	Same as above	I find it fascinating how excited education and government curriculum designers are so enamored with talking about sex with children. You might want to check yourselves.
Other	Oregon - all of Oregon	District Administrator	Prefer not to answer	Prefer not to answer	healthy living - unrelated to sexual agendas	what in the hell does 'we're going to discuss the behaviors of different genders' mean? How they behave when making a sandwich? Sexual behaviors? Prefacing the standards statements by calling out the inclusion specifically of LGBTQ- alphabet soup tends to put everyone on edge that that is the sole purpose of the standards.	no problem with middle school	You need to spell "improvmnt" correctly in this title	none	none	I would hope that ODE will respect the myriad of opinions that come in on this survey and does NOT elevate one group's opinion over another group because of an abdication of parental responsibilities.

Portland Metro	Parent/Guardian/Caregiver	Asian Multi-racial White	No							K-12 Health Education standards need to better address neurodiversity in our students. Currently there is nothing about the brain, nervous system, sensory processing, learning styles. All educators needs to understand neurodiversity in all its forms because many students are not diagnosed and many kids only display neurodiverse traits once they are in classrooms with peers. Given the lack of medical resources (Providence closed one of their development pediatrician clinics during the pandemic, OHSU will not see previously diagnosed children or children over 8, Children's Program will not see children diagnosed elsewhere), we are only going to see more undiagnosed students in the schools.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer		K-5 is too young to be talking about sexual/gender issues.		Planned Parenthood does not belong in our middle schools giving sex education discussions. Gender = Sex. Stop grooming our children.		Planned Parenthood does not belong in our middle schools giving sex education discussions. Gender = Sex. Stop grooming our children. Sexually explicit books showing sexual acts between minors and adult males, such as the book, "Gender Queer", do not belong in our classrooms or libraries	
Eastern Oregon	K-5 Teacher	White	No	Transparent	Too young of an age to be discussing adult topics	Not age appropriate	Not age appropriate	Parent involvement needed for these topics, not state	Parent involvement needed for these topics, not state	ODE needs to consider that yes it's important students understand differences but that is not their job.
Eastern Oregon	Community-based or Non-Profit Organization Employee	Prefer not to answer	Prefer not to answer	When the standards address objective matters in a very clear way, using specific language as is mostly demonstrated in the topic areas of WHP, SFA, SUB, and FNP, then there's a better case for them being useful to students and their families. For example1.SFA.2 - List the steps to identify and respond to emergency situations, or 1.FNP.5 - Describe how to keep food safe from harmful germs.	The topic areas of SEM, HRVP, GD, and SRH have standards which I find to be subjective in nature, use ambiguous language, and push a value system of gender identity and race discrimination which elementary children are not physically, emotionally, or mentally mature enough to process in a healthy and responsible manner. This leads to confusion, social division, polarization and emotional instability that distracts them from their primary focus in school...academic subjects. I was surprised to see that in Kindergarten, students are expected to list medically accurate names for body parts, including the genitals (K.GD.1), and that they are to recognize that there are many ways to express gender (K.HRVP.3). Why is it necessary for a first grader to identify medically accurate names for sexual and reproductive anatomy (1.GD.2) or learn about menstrual pads and tampons (1.GD.3)? Are they mature enough to analyze the differences and similarities in how people with different gender identities are EXPECTED to act (1.HRVP.4)? Why would a second grader be taught how people may be treated unfairly and unequally because of their gender (2.HRVP.3) or told to reflect on and evaluate how one's emotions thoughts,	In general, most of the standards in the WHP, SFA, SUB, and FNP topic areas appear to be objective and timely for this age group.	Some of the standards in the topic areas of SEM, HRVP, GD, and SRH push the idea of personal and social injustices thus categorizing people into groups, rather than honoring persons as individuals, and stigmatizing people of different personal and religious values (such as 6.SEM.4, 6.HVRP.9, 7.SRH.1, 8.SEM.1). These standards expand the role of the school and teacher to surreptitiously influence a student's beliefs, attitudes, and values in a direction away from traditional values and toward socialistic values. In effect, these standards have the propensity to entice students into activism and extreme attitudes, creating relational conflict, emotional/mental instability, and insecurity in them and our society. Also, the hyper-focus of these standards on gender identity, sexuality, and self-esteem creates a pressure on students to decide these things about themselves before they are fully mature which I believe contributes to the mental and emotional conditions of depression and anxiety.		The question directs this toward the standards for 6-8, but since that was covered above, I'll assume that you mean high school. I believe the SEM, HRVP, GD and SRH standards that are proposed for middle school students would be more appropriate for high schoolers. The depth of analysis being asked of high schoolers with the currently proposed standards requires they make value statements that they are still discovering for themselves. They are being pushed into "positionally" and "advocacy" which used to occur more naturally in college and adulthood when a person's had more life experience.	I don't see how the proposed standards will move our kids toward any greater health than they currently experience. If anything, I think the time and energy they will require to implement will distract from the real academic instruction that should be taking place. They also impose upon and interfere with the role of parents and families in passing on a value system. I realize this means nothing to our socialistc government that views children as property and products of the state.
Southern Oregon	Educational Services District (ESD) Employee	White	No	there are no strengths	NO SEXUAL ANYTHING SHOULD BE IN A K-5 EDUCATION PLAN. IT IS SICKENING AND WRONG THAT THE STATE IS SEXUALIZING CHILDREN	NO SEXUAL ANYTHING SHOULD BE IN A K12- EDUCATION PLAN. IT IS SICKENING AND WRONG THAT THE STATE IS SEXUALIZING CHILDREN	NO SEXUAL ANYTHING SHOULD BE IN A K-5 EDUCATION PLAN. IT IS SICKENING AND WRONG THAT THE STATE IS SEXUALIZING CHILDREN	NO SEXUAL ANYTHING SHOULD BE IN A K-5 EDUCATION PLAN. IT IS SICKENING AND WRONG THAT THE STATE IS SEXUALIZING CHILDREN	NO SEXUAL ANYTHING SHOULD BE IN A K-5 EDUCATION PLAN. IT IS SICKENING AND WRONG THAT THE STATE IS SEXUALIZING CHILDREN	STOP! LET PARENTS MAKE THE PARENTING CHOICE ON WHEN AND HOW TO HAVE THESE CONVERSATIONS WITH THERE CHILDREN. IT IS NOT THE STATE OR GOVERMENTS JOB
Oregon Coast	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Hardly any strengths here. The school does NOT need to be teaching my 8 YEAR OLD child about sex and intimacy. That is far from your job. Teach my kids how to read, write and do math. I will absolutely not participate in this. I will absolutely pull my child from public school. What a disgrace. Public school has come A LONG way from what it should be. My child needs skills to succeed in life. I don't need these people trying to teach my kid about sex (not including human anatomy). That is my job as the parent. Do better. This is DISGUSTING.	Get back to reading, writing and math.					
Oregon Coast	Parent/Guardian/Caregiver	White	No		Let them be kids! They need to learn basic reading, writing and math. Recesses need to be given more often, kids were not meant to sit still 5+ hours a day					Keep sex education basic. Explain the reproductive systems, safe sex practices, and birth control.
Willamette Valley	Parent/Guardian/Caregiver			None	Don't want this detailed info to little ones	None	Ease	None	Ease up, we don't this	Way too detailed
Oregon Coast	Community Member			none	teach what the children need for living in this world. not your world.	none	teach what the children need for living in this world. not your world.	none	teach what the children need for living in this world. not your world.	Shame on you all.
				I notice that you are bringing to much sexually explicit material for children of this age group. There are plenty of subjects that can be taught without stepping into sexuality for children. This mess is not even close to age appropriate.	Stop trying to make being a small child all about sex!	None	Stop sending out those stupid surveys about their sex life!	Not much	Focus more on different types of jobs more home ec type learning, how about some Red Cross certified first aid classes	Stop teaching them what to think and help them learn how to think.

Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	Wellness, lifetime physical fitness, basic hygiene, nutrition are all positive goals and subjects to teach.	Elementary school is a time for children to establish a foundational understanding of health and wellness without delving into complex and mature topics prematurely. Introducing explicit sexual content at this stage could lead to confusion, discomfort, and an inappropriate acceleration of their sexual awareness. Instead, the focus should be on teaching basic hygiene, nutrition, and physical activity, which are essential building blocks for a healthy lifestyle. Myself, family and friends who have children and grandchildren in our District 7 schools are appalled at the proposed Oregon ODE "K-5 Standards" up for approval that include ANY instruction on sexuality beyond the very basics of age appropriate biology and individual hygiene practices. This must not go forward as proposed. The People of Oregon have had enough of these tyrannical decisions without considering what parents want or what is good for the emotional well being of our children. Do not proceed with this "Standard" revision.		Same as I commented above .		Same as commented above. Any instruction in "sexuality" should be by Opt-In only. Those parents who want their children secualized can chose to put them in optional sexuality instruction classes by opting them in. Opt -out needs to be the default .	Cease and desist and do NOT finalize these abhorrent "Standards" as written which include sexual instruction. Put all of the updated wording on a ballot and let the People of Oregon decide if their tax dollars should cover such offensive material (sexual preference, gender identity, sexual awareness exercises, arousal etc).
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Nothing	Stop pushing sexuality on children.	Nothing	Stop pushing sexuality on children.	Nothing	Stop pushing parents out of the relationship.	Please stop pushing sexuality, gender education, etc. on our students. Things like this are taught in the home.
Willamette Valley	Other	Prefer not to answer	Prefer not to answer	We do need to teach children to accept everyone for anything they want to do within reason, as long as it causes no harm to themselves or others.	We should not be focused on societal acceptance of how different genders "should act." We should be focused on accepting people for what they want to do, weather it is a "gender norm" or not. Cultural and societal "norms" are worthless and wasting valuable education time on this is ridiculous! Lets learn about regular laws instead of sexual and gender laws!!! Why are the kids learning about every little thing about gender differences, when in health they should be learning about where their food comes from???	Children should learn about changes happening in their body and mood swings associated.	Children should not be taught at school about masturbating and/or anal!!	Can we focus on healthy eating and exercise and how to get a fit healthy body instead of gender affirming behaviors????	Children should not be taught at school about masturbating and/or anal!!	These standards are to focused on gender identity and how others should accept subtle differences, but children should not be learning about this!! Especially if they don't even know how to eat healthy and keep their bodies strong and healthy!! We should not be wasting precious time and resources on gender, without even focusing on the basics of staying alive!!!
Central Oregon	Community Member			The K, I think that the only thing that the kids need to know is that they are boy or girl .	Don't try to brain wash them or make them look or feel like they need to change who they are, like right from wrong A boy is a boy and A girl is a girl, not someone who is in the wrong body and you think that they will feel better if they can change the sex that they are born in.	Not much	Reference back to K to 5,I hear that the kids act like dogs and cats they bark and meow at the teachers and children are given litter boxes, come on people what are you doing. Then you pushed the trangender lgbtqxyz+ WOKE bull shit .What kind of Brain washing is going on. Do you think that this generation will will be able to run this country. WHAT Planet are you from. GOD help Us All	Not sure???	All the hidden information,indoctrination for the communism. Passed down by the educational system to the kids. Can you see what is coming. What happens to society, you' are going to put your life in the hands of the the kids that you are teaching Ha Ha Ha ,What a bunch of blind people.!!!!	Our only hope that we have now is , That you have the balls to get some backbone and stop the WOKE Agenda. I challenge you to make the best decision for the kids who will lead the great country of ours in the future Free to know the basics of right and Wrong.
Central Oregon	Community Member			The K, I think that the only thing that the kids need to know is that they are boy or girl .	Don't try to brain wash them or make them look or feel like they need to change who they are, like right from wrong A boy is a boy and A girl is a girl, not someone who is in the wrong body and you think that they will feel better if they can change the sex that they are born in.	Not much	Reference back to K to 5,I hear that the kids act like dogs and cats they bark and meow at the teachers and children are given litter boxes, come on people what are you doing. Then you pushed the trangender lgbtqxyz+ WOKE bull shit .What kind of Brain washing is going on. Do you think that this generation will will be able to run this country. WHAT Planet are you from. GOD help Us All	Not sure???	All the hidden information,indoctrination for the communism. Passed down by the educational system to the kids. Can you see what is coming. What happens to society, you' are going to put your life in the hands of the the kids that you are teaching Ha Ha Ha ,What a bunch of blind people.!!!!	Our only hope that we have now is , That you have the balls to get some backbone and stop the WOKE Agenda. I challenge you to make the best decision for the kids who will lead the great country of ours in the future Free to know the basics of right and Wrong.
Portland Metro	Parent/Guardian/Caregiver	White	No absolutley not	No strengths whatsoever. I think it sick and evil to even consider adopting this crap in schools.	Improvements would be to drop all this bunch of satanic BS and go back to teaching useful subjects in life such as (reading ,writing ,spelling , history ,math) you know, what you use to teach.	Plain and simple everyday healthiness , not on whether a child has issues of not feeling normal about ones self. School hasbusiness what so ever in this crap you are trying to shove down our throats				I don't see any , none , zero. Improvements in this bunch of crap your trying to ram this crap down our throats. Get over yourselves and your perverse ideaology of school curriculum. This really BS. If we were raising kids now they Would Not be attending any school that follows these standards
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Important standards include safety and first aid and food/nutrition/physical exercise	I plead with you to please remove the following standards that are confusing to children and worse - may embarrass/humiliate them publicly. I have seen children humiliated and bullied when these topics are taught in classroom settings to young children: Kindergarten: K.HRVP.3 Recognize that there are many ways to express gender. First Grade: 1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act Fifth Grade: 5.GD.5 Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.	Again, I believe the safety and first aid and food/nutrition/physical exercise instruction is critically important, including instruction about cyberbullying	Certain sexual and regroductive health standards encourage/invite potentially dangerous exploration in sexual activities in children/young teens that are unprepared for this material. Please remove the following: Sixth Grade 6.SRH.2 Define vaginal, oral, and anal sex. Seventh Grade 7.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex. 7.SRH.8 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. The following topic should not be taught in schools and if taught should be reserved for high school, with accompanying information about the reality of detransitioning and associated bullying: 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.	The following are strengths: All Wellness and Health Promotion (WHP) standards All Safety and First Aid (SFA) standards And these particular standards are especially helpful: HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, and other unsafe behaviors. HS.HRVP.11 Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator. HS.SRH.4 Summarize fertilization, fetal development, and childbirth. HS.SRH.5 Discuss skills important in being an effective parent.	As indicated above, many of the standards proposed for young children and middle school students with regard to sexuality and gender should be either eliminated from the curriculum or reserved for high school. Teaching that information to young children and middle school aged children leads to confusion, shame, and even bullying - which I have witnessed.	I would like you to focus instruction on Wellness and Health Promotion (WHP), Safety and First Aid (SFA), Substance Use, Misuse, and Abuse (SUB), Food, Nutrition, and Physical Activity (FNP), Social, Emotional, and Mental Health (SEM), and basic education about human anatomy and sexuality for middle school and high school students. Leave these topics out of K-5 education. And please leave discussions of oral sex, anal sex, and gender fludity out of public school classrooms where I have seen them lead to increased shame, isolation, and bullying. That helps no one.

Willamette Valley		K-12 School Administrator	White	No	I appreciate that bodily autonomy is taught early on.	While there are plenty of standards in K-5 regarding the impact of external factors on social and emotional well being, by the time you get to 5th Grade, there almost no standards related to the internal factors that build resilience and a healthy, positive self-image. I do not want my students to develop learned helplessness, but to build the inner strength that will carry them through any adversity. We should not wait until 6th grade to teach healthy internet/social media use. So many students come to middle school with extremely unhealthy habits already ingrained.		Intuitive Eating needs more research, and then clear, research-based curricula before we should be teaching it in schools. I don't believe teachers are equipped to teach it without it being misused, misunderstood or resulting in unhealthy practices. Teaching students how to sift through social and media influences and eat healthfully and mindfully is a good thing. Intuitive eating delves a lot deeper and wider and can get conflated with all sorts of things. And it is demonstrably not good for anyone who is hanging on to any desire to lose weight through diet. Trying to teach it at this stage of development and with the lack of curricula based on a large body of research can result in confusion and unhealthy practices. As in the K-5 standards, there is a strong focus on external factors, and responses to crisis. While these are important, there is a dearth of standards for teaching self-reliance, resilience, positive self-image, etc. Students need to develop an internal locus of control. For many students, that doesn't just happen without the careful guidance of conscientious and caring adults.			
Willamette Valley		Parent/Guardian/Caregiver	White	No	The Standards' strength is its attempt to provide guidance for all possible situations a kid may encounter and prepare them for adulthood.	Remove any type of sex and gender education. These things should be discussed at home at this age, or left to guidance counselors for those children that need it.	Its attempt to provide guidance for children that might not get guidance at home.	I do not understand why any student Remove such detailed sexual education. It oversexualizes young children to teach them vaginal/anal/oral sex. At that age they only need to know the biological basics. Anything else can be taught at home or by a guidance counselor.	Its attempt to provide guidance and information for those who might not get it at home.	Remove such detailed sexual education, such as types of sex. To teach them this expects them to be sexually active and sets them up for poor relationships by places an emphasis on sexuality instead of how to have good relationships. It's not the school's job to teach sex or gender.	This is a lot to expect teachers to teach on top of everything else they do.
Central Oregon		Other School-based Support Staff (Paraprofessionals, Education Assistants, etc).				Take away immoral teachings. Our children are too young to be taught these kinds of things. It's up to parents to teach their children right from wrong.					
Willamette Valley		Community Member			I do think children need to know the anatomically correct names of their body parts.	Do not discuse variety of gender options. Nothing needs to start being addressed until 4th or 5th grade. The terms male and female should be used. Anal and oral sex do not need discissed until 7th or 8th grade. No contracts of any sort should be being required for kids to sign. Patents must be allowed to continue opting children out of these lessons.	Students do need to know about menstruation, STD's and wet dreams only.	No contracts to be signed. Parents continue to be able to opt. their children out. The terms male and female continue to be used.	Students need to know how to address if they or someone they know are being sexually abused. Students need to know contraceptive options.	No contracts to be signed by students. Parents must be able to opt. their child out. Terminology of male and female continue to be used.	Deep sexual topics are not appropriate for children under 12 period. Let kids be kids.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer				You speak of having discussions or examples of how to respond to sexual situations. This is ambiguous at best.			I will be opting my child out of all of ODE's new health curriculum at MS and HS.
					Nothing	Do NOT teach sex education to children under the age of 10		They do not need to hear about oral and anal sex			A child is not supposed to watch an r rated movie but you want to teach very young children about anal and oral sex. What are you trying to do? This is sounds like grooming. Stop trying to teach young children about sexe a form of grooming
Central Oregon		Community Member	White	No	Why do you feel the need to teach Oregon children about sex at a young age? That is inappropriate and not the scope of your job.	Teach children the basics of reading and writing, math, history. Use the truth as a guide line from a Christian Bible.	You've moved away from teaching true history...our schools have fallen behind when compared with the world.	Stick to what worked 20 years ago...teach the truth....cut out sex and woke agenda from these kids.			
	OR	Community Member	West Linn		Nothing	Let parents and faith communities teach. It's obvious that there is an agenda of affirming gender choice. Let parents decide.	Nothing and we strongly resent our tax dollars being f used for this Health curriculum	Our kids are behind due to Covid. Now they need to spend time talking about different genders and sexual behaviors? Seriously. I will never approve another school levy until common sense returns to our schools.	Disgusted with all the Health curriculum.Get back to Basic Academics. Ans be ready to be sued by kids and parents who were encouraged to gender transition.		Go back to the drawing and talk to kids who were encouraged to made gender transitions only to regret them .Do your Homework.Affirming is not surgical remover of a child's body.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Please stop the gender nonsense. There are two genders. If you chose to ignore reality please just don't address gender.		Please stop the gender nonsense. There are two genders. If you chose to ignore reality please just don't address gender.		Please stop the gender nonsense. There are two genders. If you chose to ignore reality please just don't address gender.	
Willamette Valley		Community Member	Prefer not to answer	No	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.
Willamette Valley		Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) White	No		There is a heavy emphasis on gender identity that is totally unnecessary. First grade is young for introducing menstrual products. There is a lot of sexual content for grade school children. They do not need to be taught about these types of relationships nor encouraged to have them at this young age.		There is too much emphasis on social impacts. The standards do not seem to center on medical or scientific information.		These standards are based on "reproductive justice" rather than science. The standards are teaching students what philosophy they should have and marginalizes those with different views rather than teaching them the science.	Only teach the science, not the political agenda.
Willamette Valley		Community Member	White	No	Poor, need to get back to education	No to litter boxes in school, children go to school, kittens do not	Focus on sanitation,				
Other	Live in the Willamette Valley, but have lived in Eastern and Central Oregon, and currently work statewide	Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	White	Prefer not to answer	I really appreciate how holistic they are. They don't feel like they're isolating a handful of topics, but rather promoting overall health for young people and building a foundation for the later grades to come. As a parent who's kid will be starting with these in Kindergarten in a few years - I feel excited and appreciative that this is what they would be getting! Really appreciate and love the focus on health promotion skills rather than risk-reduction ones. As a violence/abuse prevention expert I spend a lot of time clarifying that prevention doesn't mean telling kids about the dynamics of abuse every year starting in kindergarten (or before), but that true prevention means we're advocating for the knowledge and skills to help people live healthy and well lives. This in turn helps reduce the risk of perpetration and supports people accessing supports when needed.	None that I can think of! Feel like this is a solid foundation that can be built on by future standards in later grades AND supported through supplemental materials and resources!	I really like how strengths-based these feel. They don't feel shamey or fear-based which have proven to be ineffective in the past, in Oregon and beyond. I love the focus on strengths and personal health as a means to empower and support young people now and as they grow into adults! I also really like the categorization that is included this round as it felt more cumbersome to navigate the current standards without sub-categories (like Wellness and Health Promotion, Substance Use, Misuse, and Abuse, etc.). Additionally, feel like these all look really age appropriate!	None that stood out to me.	I really like how the concepts in high school build on the foundations established in the elementary and middle school levels. I also appreciate that these add additional knowledge and skills that feel really inclusive and meaningful. With the increased focus on trafficking prevention, I was excited to see this woven in and thoughtfully connected to other forms of violence and abuse so we can more meaningfully address them all and the factors that link them, while also focusing on any nuances between the different types. I love the sexual and reproductive health standards, and particularly appreciate the ways these highlight a breadth of what sexual health actually refers to.	Not an improvement, but maybe a note on additional resources. I noticed that the HS standards aren't broken out by grade. Maybe providing a sample scope and sequence for teachers teaching Health 1 vs Health 2 could be helpful and/or sample scope and sequence for how high schools can meet Erin's Law implementation across the 4 grades of high school.	These are so great compared to the current version! I'm excited about the ways these can support health, safety, and wellbeing for kids throughout Oregon, and meaningfully contribute to addressing issues young people are facing today!

Willamette Valley	Community Member	Hispanic/Latino(a)(x)(e)	No	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subversive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.
Willamette Valley	6-8 Teacher	White	No	It's strengths are the emphasis on holistic health, especially in regards to social-emotional health.	I would suggest much of the HRVP, GD, and SRH standards are introducing content that are not age and/or developmentally appropriate. Improvements could be made by reworking these standards to focus more on healthy living rather than topics of a sexual nature; a kindergarten student isn't developmentally ready for topics such as K.GD.1 where genitalia is discussed.	The 6-8 standards are strong in providing comprehensive standards regarding health. This is especially true for sections on FNP, SFA, AND WHP.	As I described about the K-5 standards, some of the content described in the standards under GD, HRVP, and SRH are problematic. The standards as is are too broad and have the possibility of exposing young teens to explicit content; teachers could purposefully or by good intentions gone wrong expose these teens to graphic imagery or text. Improvement would be reworking it altogether.	The High School standards strengths are an overall focus on topics that are present in many high schools, such as content regarding drug/alcohol/tobacco use as well as addressing issues such as healthy nutrition, exercise, and physical health.	Certain standards included are unnecessary and can create an uncomfortable and/or unsafe environment such as HS.SRH.8. Standards should skew towards abstinence being promoted first and foremost rather than a mere option among others.	The difficulty with these standards are that much of them are solid and practical, but other parts are so obviously going to cause a rift among classmates, teachers, parents, and the community at large that to include them is seemingly to intentionally antagonize or instigate certain segments of the population here in Oregon. I foresee these standards being labeled political and with an agenda attached. ODE should think about the broader implications of such standards being taught in our K-12 schools, not just in an effort to be apolitical but for student and teacher safety.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer		Although there are "many ways to express gender" (K.HRVP.3) that does not mean that there ARE multiple genders. The plethora of gender 'identities' ought NOT be taught (1.HRVP.4). The notion that gender is subjective and socially constructed is a modern innovation and false. There are two genders, corresponding to the two biological sexes. Standard 3.SRH.2, regarding "different sexual and romantic orientations and identities" is indoctrination, not education. Grade 3 is too early to bring this up. If standard 5.HRVP.4 does not include recognition that many good, caring people do not agree that LGBTQ+ behavior is moral, this too is indoctrination and not education.		6.SRH.3 appears to assume that premarital sex is morally acceptable. To many Oregonians, it is not. It is abhorrent to teach (6.SRH.7 and 6.SRH.11) that abortion is morally acceptable. Legal, yes. Moral, no. Standard 7.GD.4 strongly emphasizes avoidance of "fear and shame-based" sources of information about sexual and romantic orientation. This is strong repudiation of traditional morality and is outrageous. 8.HRVP.2 blatantly inserts Critical Race Theory / DEI into 8th grade. No! 8.HRVP.3 is really insistence on using preferred pronouns. No! CRT / DEI has no place in middle school education.		"Reproductive Justice" (HS.SRH.15P) appears to be teaching the necessity of abortion. Reprehensible!	
Willamette Valley	Community Member	White	No	I appreciate the topics related to health and nutrition and mental health, and the inclusion of topics related to HRVP and GD. These are important issues/topics to be addressed in a sensitive manner.	not sure	The inclusion of topics related to health and wellness, and to provide LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based.		important to promote health and wellness in all aspects of our being--mental, physical , emotional, sexual.		I hope you can get this approved.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	Incorporating teaching on emotional intelligence, I hope with generally accepted principles v. particular social/political views. Those skills are very important to functioning in modern society.	1. The food curriculm should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be tought if you are going to teach about cultural relationships with food and the impacts of food waste (for example). 2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	Incorporating teaching on emotional intelligence, I hope with generally accepted principles v. particular social/political views. Those skills are very important to functioning in modern society.	1. The food curriculm should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be tought if you are going to teach about cultural relationships with food and the impacts of food waste (for example). 2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	Incorporating teaching on emotional intelligence, I hope with generally accepted principles v. particular social/political views. Those skills are very important to functioning in modern society.	1. The food curriculm should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be tought if you are going to teach about cultural relationships with food and the impacts of food waste (for example). 2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	Public education should focus on teaching facts, along with skills and information necessary for being successful in modern society. Please resist efforts to make it an indoctrination to particular social/political perspectives.
Oregon Coast	Parent/Guardian/Caregiver	White	No	There are no strengths. Shoving the lgbtq agenda on children is not acceptable.	Improvements would be to bring back the teaching of reading, writing, math and history. Teach students how to write cursive.Bring back the national anthem. K - 5th grade should not be learning about gender identity, sexuality.					Please do not shove an agenda on kids that has nothing to do with learning. Bring back the days of cooking classes, sewing classes, how to balance a check book.
Willamette Valley	Community Member	Prefer not to answer	No	I don't see any goals that have anything to do with physical health or hygiene. It's all about grooming children to buy into the LGBT propaganda.	If you are going to teach health, teach about physical health and hygiene. Teach about ways to avoid becoming ill and ways to maintain wellness. Proper diet and avoiding harmful substances like drugs and alcohol. Stop grooming children for "affirming" people who need help with their mental health.	Absitnence is mentioned among a long list of contraceptive techniques.	6.GD.5 has little or nothing to do with health. It is more propaganda. Remove it. 6.GD.6 scares me because I suspect it has more to do with "normalizing" bisexual, lesbian, gay, queer, asexual, and pansexual lifestyles than it has to do with simply defining the terms. It needs clearer definition. It appears that about 75 percent of what is included in these curricula is focused on LGBT issues, whereas this segment of society represents about 7 percent of the population. Also a huge percentage of these curricula focus on sex and sex related ideas. This is nothing more than grooming. There are other parts of the body and mind that deserve as much or more emphasis.	Very little.	HS.SRH.10 Is not health related; it is pure Critical Race Theory propaganda. Remove it,	These curricula are focused like a laser beam on sex and gender dysphoria, and especially the latter. There seems to be no recognition that gender dysphoria is an illness that needs compassionate care, not affirmation. Suicide attempts among LGBT youth are double that of their non-LGBT peers. Encouraging them in their fantasies is not "health care," it is child abuse.
Oregon Coast	Parent/Guardian/Caregiver				That gender identity shouldn't be taught in sexual education. Further confusing kids about sexuality at an early age before they have gained and understanding of how it works.					

Willamette Valley	Former high school heath teacher (Master's Degree in Teaching Health Education K-12)	Other Parent/Guardian/Caregiver	White	No	The standards cover a broad variety of aspects of health and wellness. It's nice to see such a comprehensive list.	Teaching about gender orientation is not a health topic. It is a moral and personal preference topic. It does not belong in the elementary schools. From an educated and experienced background this does not fit in the health classroom. Just like school doesn't teach religion, school should not be starting early with students when they are impressionable and shaping their ideology. The following standards should not be implemented with kindergarten age students. It is way too young and is suggestive while children are still quite imaginative. Many children cross dress when playing dress up, and introducing the gender expression concept at this age is confusing. It's better for them to be free to play without worrying about what that means about their gender. Gender expression cannot really be fully determined at age 5, and kids should not be burdened by this at such a young age. The following standards should not be implemented until kids are older: HE.1.K.7 Recognize that there are many ways to express gender HE.1.K.8 Recognize the importance of treating others with respect including gender expression. HE.1.1.8 Recognize the importance of treating others with respect including			I am glad that health is being taught from a wholistic perspective, covering a broad variety of topics.	I have similar concerns about teaching about gender, sexual orientation, etc. as I listed above. While high schoolers are ready for conversations about gender, unlike elementary students, the school has gone way beyond the scope of appropriate instruction. As a parent of two high schoolers, I have been shocked and appalled at how the classroom is being used to indoctrinate, not teach. I previewed the entire health curriculum for freshman last year, and it does not teach health and wellness. It teaches an agenda. For example, transgenderism is taught as one normal and healthy path among many. Nothing is said about what happens to the health of individuals who take hormone therapy - that they become sterile, have heart problems and other health issues, and many of them cannot climax or have a normal sexual experience. NO ONE is telling this to kids. This is flat out wrong. If you're going to present the topic, you have to explain the health effects, otherwise it's not teaching health. It's teaching what you want people to believe. As a former health educator I believe it is the duty of the school to explain the health effects of personal choices. Why is this being omitted?	I hope you will consider requiring that the scientific health impacts of changing genders be taught alongside the current standards. It is child abuse to tell kids they can change genders and take hormones if they want to do so and NOT tell them how that will affect their health permanently.
Willamette Valley		District Administrator	Prefer not to answer	No		Sexual education content should be postponed until high school. And even then, be brief.		Sexual education content should be postponed until high school. And even then, be brief.		Sexual education content should be postponed until high school. And even then, be brief.		
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Very comprehensive, discusses eating healthy food and taking care of teeth and eyes	Some of the topics are overreaching into areas that should be taught by parents, such as names of genitalia, especially for children as young as kindergarten. I don't see why children in first grade need to learn about menstrual pads, either. (ex. K.GD.1, 1.GD.3, 3.SRH.1) My suggestion is to remove these topics.	Again, very comprehensive, includes information on safety and first aid.	Discussing affirming healthcare seems out of range for the age, as does defining vaginal, oral and anal sex. (6.GD.5, 6.SRH.2) Defining different shapes of vulvas is inappropriate, as well. (7.GD.3)	Discussion of mental health.		There seems to be a lot of focus on exposing children to ideas about sex, especially at an early age, which is not the purpose of school.
Willamette Valley		Parent/Guardian/Caregiver			They should be focused more on personal hygiene, eating right, exercise and keeping their body healthy. The education should NOT be able to teach about sexual orientation and the likes as these children are NOT old enough! It is ABUSE!	Begin by teaching our children Reading, Basic Math, Science, Constitutional & Civil Rights/History, English, Spelling, Physical Education, Home Economics, Shop & Budgeting Money. STOP DUMBING DOWN OUR CHILDREN!	Same as above.	Same as above.	Same as above.		There is a difference between EDUCATION & INDOCTRINATION. WE WANT EDUCATION!!!
		Community-based or Non-Profit Organization Employee		Yes	First aid and wellness education for everyone.	It is inappropriate for teachers to teach "advocacy" of any kind. Analyzing any issue for health and wellness is one thing. Teaching advocacy for positions the educational institutions want to see put into place is another. It is the child's and parent's choice as to what their child will advocate for - not the schools. Plus, sexualization of children at young ages is not OK. Why this is so important for educators to sexualize children at young ages is a mystery. What are you gaining from this? It is certainly not in the child's interest.					Please stay out of children's sexuality and never teach advocacy on any topic. Advocacy takes the position that you have all truth about any subject. You don't - no one does.
Willamette Valley		Community Member			Safety, respect, empowerment	All looked good	Safety, respect, empowerment		Safety, respect, empowerment		I respect the time eagerly that went into developing these standards
Southern Oregon		Other	White	No		Do not teach about anal sex! Do not teach about other means of sexual interaction at this age!		Do not teach about anal sex! Do not give them any other ideas about "safe sex" except abstinence!		As above	
Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	No Prefer not to answer	Health Education Draft Standards propose exposing children to sexuality before they are developmentally ready for the material. These standards do not represent morals or values	Health Education Draft Standards propose exposing children to sexuality before they are developmentally ready for the material. These standards do not represent the values of the majority of parents/guardians.	None	Remove any and all topics relating to the sexuality of children. Focus on core topics of math, science, reading, civics	None		Stop, forcing the sexualization of children. Allow the parents/guardians to determine when and where children should learn about adult topics.
Oregon Coast	OR		Prefer not to answer Tillamook		That your pushing gender issues. That should not be anywhere in this age group	No gender discussions	None	Sex education. Don't push gender at all.	Nothing	One more time. Teach sex education. Let these young people find there sexuality	Leave them alone
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Remove instruction on gender identity. The golden rule, respect everyone and treat everyone the way you want to be treated suffices. Kids should learn their body parts, how to stay healthy and safe touch. 4th and 5th graders should learn about normal puberty development. It should be a science, fact based curriculum. Do not confuse kids.	I don't think kids should be learning about anal or oral sex. Just the birds and the bees. How reproduction works and how to prevent pregnancy.	Stick to the basics. Leave out gender identity and politics. Respect for all people and self should be emphasized. Normal development and feelings validated.			In general there is too much emphasis on gender identity. Teaching kids that doctors assign genders and that we can change our sex is anti science and confusing. Do not sexualize kids by exposing them to concepts too early, like oral and anal sex. Too much emphasis on physical affection, seems like grooming. Keep topics age appropriate and basic.
Other											this is not acceptable. Are you insane', 'What are you thinking,
Portland Metro		Parent/Guardian/Caregiver			Fifth grade standards were somewhat unclear as our child didn't talk a lot about it with us.	Need more mental health education and life skill building. There was a lot of bullying in my child's grade. This seemed heightened by the pandemic, social media, and earlier puberty. Our family strongly supports sexual health education that is inclusive of diverse gender identities and sexual orientations.	Our child has only been in middle school two days but seems to be getting better mental health education.	Strongly support more mental health education and life skill building plus media education. Our family strongly supports sexual health education that is inclusive of diverse gender identities and sexual orientations.	My child is not in high school.	NA	No
Southern Oregon		Parent/Guardian/Caregiver			I think you are going in the wrong direction, please do not expose our children perverse sexual topics!!	Not what you are suggesting.		Do not teach children to perform anal sex!!!	Teach safe sex.	Teach safe sex!!	Do not teach same sex techniques.
Willamette Valley		Community Member			Very comprehensive and will be awfully time-consuming to teach. Thoughtful and helpful, especially for kids who don't get this at home.	I couldn't do better	Very comprehensive. I think it is hard to have exactly the right curriculum for all kids at once when hey mature at such different rates. I wish our teachers well as they embark on a big and important job.d	I do not have the knowledge or resources to improve on these standards.			It is a complicated world and we all, especially the teachers and young parents today need all the grace and wisdom they can find to do the best for all students. I sincerely wish them well.
Portland Metro		Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	Native Hawaiian/Pacific Islander	No		Remove gender expression from curriculum. Remove different types of families from curriculum. Remove overly sexual content from curriculum.	Learning anatomy is appropriate only.	Remove gender expression from curriculum. Remove different types of families from curriculum. Remove overly sexual content from curriculum. Require parental consent PRIOR to teaching this curriculum. Remove LBGT from curriculum.	Learning anatomy is appropriate.	Remove gender expression from curriculum. Remove different types of families from curriculum. Remove overly sexual content from curriculum. Require parental consent PRIOR to teaching this curriculum. Remove LBGT from curriculum.	Require parental consent prior to this being exposed to children.

Portland Metro	Community Member	White	No	I love that you are already talking about tampons and pads during the 1st grade.	5.GD.4 Describe the menstrual cycle and how menstrual products are used. We recommend that in this discussion of menstrual cycle, the curriculum briefly introduces abnormal menstrual symptoms and advises the students to talk to their doctors if they have any of the following symptoms: 1) Your menstrual cramps are preventing you from doing daily activities such as focusing in school, going to school, or playing in sports. 2)Your periods last for more than 7 days, you have to change your pad or tampon before 2 hours, or you pass clots that are the size of a quarter or larger. 3) Having a period is distressing. The reason behind this is many adolescents do not know their periods symptoms are abnormal and deal with them rather than talking to their doctor.		7.SRH.5 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them. I would also recommend that the curriculum addresses that hormonal medications, such as oral contraceptive pills, the IUD, the implant, etc., are not just used for contraception. These can also be used for conditions such as acne or to safely and effectively aid abnormal menstrual symptoms.		HS.SRH.13 Describe body literacy skills to notice changes, pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals. I recommend re-addressing the abnormal menstrual symptoms described previously and advises the students to talk to their doctors if they have any of the following symptoms: 1) Your menstrual cramps are preventing you from doing daily activities such as focusing in school, going to school, or playing in sports. 2)Your periods last for more than 7 days, you have to change your pad or tampon before 2 hours, or you pass clots that are the size of a quarter or larger. 3) Having a period is distressing.	I am providing comments specifically on how you could change the curriculum to increase menstrual health literacy in students. I appreciate a lot of what this curriculum plan is doing.
Central Oregon	Parent/Guardian/Caregiver	White		Not much honestly, We need to get back to the basics, reading, writing and math.	We need to get back to the basics, reading, writing and math.	Not much	We need to get back to the basics, reading, writing and math.	Not much	We need to get back to the basics, reading, writing and math.	We need to get back to the basics, reading, writing and math.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	There are no strengths!	It is not the job of the public school to teach sex education , gender affirmation, or sexual identity ever, under any circumstances!	No strengths!	It is not the job of the public school to teach sex education , gender affirmation, or sexual identity ever, under any circumstances!	No strengths!	It is not the job of the public school to teach sex education , gender affirmation, or sexual identity ever, under any circumstances!	Teach reading, writing, arithmetic, history and physical education! No sex education!
Southern Oregon	Community Member Other Parent/Guardian/Caregiver	Native American/Alaskan Native White		I love the emphasis on making sure kids know safe people and safety	I am against the over specialized standards especially k-5. Discussing gender with young children is entirely inappropriate for schools to be doing. Teachers will be quitting, parents will pull their kids. Children need to be got to read, write, be kind to all- not to question their sexuality or to be led to look at people FOR their sexuality. This leads to confusion, frustration, kids looking at each other sexually at a very young age. We should be scheduling our kids form this- not pushing them toward it. With so many struggling- this should not be a priority.	The hygiene, definitions, reproductive cycle- these are good.	Pushing 11 year olds to even think about anal, and oral sex is inappropriate- this should not be emphasized- there are other ways to get this point across.	Same as above		The focus should be health- not sex.
Central Oregon	Community Member			I'm a retired educator and am appalled at this curriculum I saw no strengths and this is way out of line for students	Get a different curriculum. Do children really need to know about names of genitals at young ages? And tampons etc? And what families could look like? All misleading and grooming of children					It's a sad day for public education. God will prevail. This is disgusting. Schools have no right to teach this garbage
				No strengths, teaching kids to not think for themselves, only what adults believe. Most this needs to be taught by parent.	Stop enforcing language that kids don't understand and start to question wrong things	No strengths, same thing. Should be not in-depth.	Should be facts, not opinions	Same as before	Same as before	We need to go to basics not keep trying to push adults opinions
Willamette Valley	Parent/Guardian/Caregiver	White	No	There are no strengths. These topics are for parents to teach their children. There is absolutely no reason a kindergartner needs to know about their genitalia let alone anything associated with sex.	Do away with anything related to sex.	There are no strengths. This sounds like it's all of the queer indoctrination trying to steer children towards a disgusting lifestyle that revolves around sex and chastises them for disagreeing with the narrative.	Sex education needs only to be one class in one semester, not an entire school career. The basics of how sex works and how a child forms in the womb, nothing more!	None	This is pure queer indoctrination. God will not bless this country if we continue down this path.	This whole curriculum is disgusting. This is total woke nonsense that is ruining a society under the guise of "inclusion" as if the confused children are not included.
Portland Metro	Parent/Guardian/Caregiver			none	No indoctrination should be allowed at this early stage of development	none	Allow only parents/legal guardians to address questions regarding sexual orientation. At this age social and peer pressure is immense to feel included. Council parents and or legal guardians on how to help their child past this stage.	none	Grades 6-8 were addressed above. For high school ages address the prevalence of STD's and permanent destruction these diseases will have on their physical body and their mental well being.	Abolish all health eduction except for common sense hygiene for all grades up to high school. Allow children to grow up naturally without planting ideas in their minds that 'sex' is inevitable and teaching them how to participate.
Portland Metro	Parent/Guardian/Caregiver			Nothing anymore if you are trying to Implant tiny brains with this crap because a couple of people got but hurt about their sexuality. Cry me a river get counseling.	DO MOT SELL THIS CRAP AS EDUCATION. ITS NOT. ITS A POLITICAL PLAY AS TO SOMEONE WHO HAD THEIR PANTS ON TO TIGHT AND STARTED TO COMPLAIN. TEACH REAL HEALTH LIKE ABOUT HOW DOCTORS DO GOOD, DISEASES THAT IMPACT OUR WORLD, NOT IF A BOY WANT TO BE A GIRL OR VICE VERSA. WHY QUESTION GOD'S GRAND DESIGN.	They are just ruined, by the time they reach highschool the poor kids are so confused they don't know right from left.	STOP PUSHING YHIS IN OUR KIDS. SO MOW MY KIDS CAN GO TO SCHOOL WITH THEIR BIBLES AND PREACH ALL DAY AND NOT GET IN TROUBLE. BUT WAIT THATS NOT RIGHT BECAUSR WE ARE TOLD WE ARE PUSHING RELIGON O. OUR PEARS BUT OUR EDUCATETS ARE BEING THREATENED THEIR JOBS IT THEY DONT FORCE BELIEFS OF SOME ON THE STUDENTS.BULLCRAP	NOT A DAMN THING. THE POOR KIDS ARE SO MESSED UP BY HIGHSCHOOL THAT THEY DONT KNOW WHAT THEIR NAME IS ALL NECAUSE THIS CRAP IS BEING SO PUSHED IN THEM. STOP HURASSING AND BULLING OUR KIDS.	Stop teaching this garbage . If you want successful kids just stop. You say wr don't tolerate billing but that is what this is because all you ate doing is trying to shove it down their throats.	STOP WITH THIS CRAP. YOU ARE HERE TO EDUCATE NOT INDOCTRINATE. JUST STOP. NOT EVERYONE IS IN BORD WITH THIS. STOP.
Portland Metro	Parent/Guardian/Caregiver		No	Nothing anymore if you are trying to Implant tiny brains with this crap because a couple of people got but hurt about their sexuality. Cry me a river get counseling.	DO MOT SELL THIS CRAP AS EDUCATION. ITS NOT. ITS A POLITICAL PLAY AS TO SOMEONE WHO HAD THEIR PANTS ON TO TIGHT AND STARTED TO COMPLAIN. TEACH REAL HEALTH LIKE ABOUT HOW DOCTORS DO GOOD, DISEASES THAT IMPACT OUR WORLD, NOT IF A BOY WANT TO BE A GIRL OR VICE VERSA. WHY QUESTION GOD'S GRAND DESIGN.	They are just ruined, by the time they reach highschool the poor kids are so confused they don't know right from left.	STOP PUSHING YHIS IN OUR KIDS. SO MOW MY KIDS CAN GO TO SCHOOL WITH THEIR BIBLES AND PREACH ALL DAY AND NOT GET IN TROUBLE. BUT WAIT THATS NOT RIGHT BECAUSR WE ARE TOLD WE ARE PUSHING RELIGON O. OUR PEARS BUT OUR EDUCATETS ARE BEING THREATENED THEIR JOBS IT THEY DONT FORCE BELIEFS OF SOME ON THE STUDENTS.BULLCRAP	NOT A DAMN THING. THE POOR KIDS ARE SO MESSED UP BY HIGHSCHOOL THAT THEY DONT KNOW WHAT THEIR NAME IS ALL NECAUSE THIS CRAP IS BEING SO PUSHED IN THEM. STOP HURASSING AND BULLING OUR KIDS.	Stop teaching this garbage . If you want successful kids just stop. You say wr don't tolerate billing but that is what this is because all you ate doing is trying to shove it down their throats.	STOP WITH THIS CRAP. YOU ARE HERE TO EDUCATE NOT INDOCTRINATE. JUST STOP. NOT EVERYONE IS IN BORD WITH THIS. STOP.
Southern Oregon	Community Member	White	No	They teach reading, writing and arithmetic	DO NO TEACH SEX!	Teaching appropriate academics, such as science and history	KEEP SEX OUT OF HEALTH CLASSES	Teaching higher levels of math, science, literature, etc	KEE0 SEX OUT OF THE CURRICULUM, KEEP BOYS OUT OF GIRLS BATHROOMS AND LICKERROOMS, AND BOYS OUT OF FIRLS SPORTS	Stop teaching the Liberal agenda and go back to basics!
Central Oregon	Other	White		There are no strengths, all your teaching is how to confuse kids.	Get rid of all the sexual conditioning and gender role playing	No strengths, once again all it is confusing kids about their genders	Get rid of the gender labeling and conditioning.	No strengths. Once again confusing kids and taking about stuff that should he taught in a separate class with parental consent .	To much talk about gender and sexuality	To much talk about gender and sexuality. Thats my job to teach, not yours!
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	This an agenda to dumb down the kids in this county. In the Asian community children are focused on strong education standards from preschool on.	Redo the entire document	Strong on diversity and sexuality, weak on everything else a child needs to learn, what a mess.	Redo the entire document	Same as Middle School comments	Same as Middle School	How much time and money was wasted on creating these standards?

Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer	White	No	No spelling erros. Excellent sentence structure.	Kindergartners should be learning to count, color, sing, and play cooperatively with their peers - regardless of color, religion, etc. They're 5. They can't conceptualize why it's not a good idea to have ice cream and candy before bedtime. They don't need to be taught about incredibly small percentages of people who have identity disorders. They don't need to learn about why some people like to murder people. They don't need to learn about various religious beliefs. This curriculum appears to further bolster to our kids that "your" perception is "the" reality. There are a hoard of dangers associated.. And yes, 1 in 1500-2000 people will be born hermaphrodite (a genetic error which has meotional consequences and requires decisions) In 5th grade, there should be a unit on actual biology. XX and XY have very definitely implications and real ramifications regarding sex. Mental health certainly complicates things, but it doesn't change what is. Getting an 8-9 year old to "practice empathy" in school for those deviating so far from the overwhelming majority standard/norm is something US senators and representatives have difficulty		8th grade - maybe 7th ... these would be appropriate times to talk about 1% of the population does. We can cover all deviations beyond the standard bell curve. Although, let's make this an elective. Save this for the curious and interested. Don't waste the time of those who are confident of their identity and have productive interests.		This is the first age-group where critical discussions (led by competent teachers) can take place about interpersonal differences, why one group has difficulty accepting the differences in other groups, why there is very little gain in trying to force one group's ideals upon another, why it's important to set differences aside for common goals. This is where we can truly draw upon reason and empathy to reach out and partner with those who are different, with the lonely, with the disenfranchised. How do we incorporate everyone into workable systems without disrupting. How can get get government to promote a cooperative nature and not elevate the loudest, best funded, or most socially trending cause above everyone else, at the expense of everyone else? Talk about how differences make you "feel" and explore why we feel that way. Again, these conversations should be held with much more mature minds than 5-10 year olds. Arguable, 14 and 15 year olds may have some trouble with it. Furthermore, these conversations should include ALL differences from the norm ... who do people commit suicide, why do people shoot up a shopping mall, why do they think they are cats, why does a boy feel his is a boy, why is it acceptable to fly a "F*@$ Biden" flag, why do people like S&M and others like having sex with animals? By the way ... why is there no unit on "furries." People who identify as animals.	Personally, I find the efforts to promote gender ideentity crises as ridiculous as the Trumpers who fly their vulgar flags and insist the election was stolen. These are loud, disruptive voices that have the effect of dividing people and achieving the compelte opposite of the stated intention. What if we drop all the catering to the fantastical thinking, focus on educating our kids in how to write persuasive essays, perform applicable mathematical skills to problems, and (re)create a sense of community. The school board should avoid taking up the cross of the few disenfranchised, and look to the greater good of creating a smarter, more talented emerging population of adults.
Oregon Coast	6-8 Teacher Community-based or Non-Profit Organization Employee K-5 Teacher Parent/Guardian/Caregiver	White	No	Our Elementary age students absolutely do not need to be taught about gender affirming issues, leave them alone.	Teach them to read & add/subtract without having to count.	They absolutely do not need to be taught about sexual activity & especially that relating to LGBTQ individuals.	Make sure all students can read, if not, figure out why!				Focus on hygiene & eating healthy, staying hydrated & avoiding sex this young (for upper level HS.). Their brains aren't developed enough to process those activities.
Eastern Oregon	Other			not much	Inclusion of sexually oriented practices and health standards for young children is unacceptable and wrong. It IS NOT the prerogative of the ODE to be involved in personal family beliefs and base ethics. You are grossly overstepping your authority.			stick to true education and stay out of			Stick to true education and stay out of social engineering projects
Willamette Valley	Other	Prefer not to answer		No strengths, just weakening of the standards.	Return to the standards of reading REAL books, learning arithmetic WITHOUT calculators, phonetics and spelling, and LEGIBLE handwriting. No cell phones in classrooms. NO POLITICS OR WOKE CRAP!!! Our children are being brainwashed. Why did you ask if I was a LGB-whatever?? What difference should that make for our school standards? You are not there to promote a gay lifestyle, you're there to instruct skills.	No strengths, just weakening of the standards.	Learning how to spell would be obvious! (Improvement should be spelled correctly). Or, at least learn how to proofread and correct. Continue and enhance reading, writing, phonetics, and arithmetic skills learned in grade school. No cell phones in classrooms. Encourage actual communication between students. Learn healthy debate without consequences of reprisal. Require classes that teach life skills. NO POLITICS OR WOKE CRAP!!! Our children are being brainwashed.	No strengths, just weakening of the standards.	Teach real-life skills that are necessary. Home economics and shop classes were required. At 70 years old, I still use those skills. Teachers should be qualified! Cut them from the school before they make tenure, and are there forever. Schools are to produce productive and worthwhile citizens. If our teachers themselves are unable to fulfill that standard, they must not be there influencing our innocent children. Blue-collar jobs need workers, and immediate jobs are available. We need people who can build homes, electricians, plumbers, machinists, millwright. Do not promote POLITICS OR WOKE CRAP!!! Our children are being brainwashed.	Return to the standards!
Willamette Valley	Parent/Guardian/Caregiver	White	No				I believe for ALL ages we should be teaching anatomy and how to prevent childbirth at a young age and STDs. Not trying to sway my children to your LGBTQ agenda with more than two genders and down right putrid content. We are not to pledge the flag daily for the sake of anothers feeling but when it comes to this gay shit not right by the lord (no prayer in school either!) and it ain't right in our home. What about my child, they must grin and bear with this foul way of life you want to teach them about. You need to get real and take a look at what you are doing. This is completely ridiculous. Two genders, my kids don't need to be preyed up on with this and groomed to think any of this is anything less than asinine. Good luck. You will hear from me again.			Let our children be CHILDREN! PROTECT THEM.
Willamette Valley	District Administrator	Prefer not to answer	Prefer not to answer	The changes outlined in the 2023 Oregon Health Education Standards are weakening the health education content area of instruction. These proposed changes don't belonging in the health education content area and may be better suitable for another content area.	Health education is about fundamental health care and covers topics like wellness, conflict management, stress management, substance abuse, communicable and non communicable disease and disease prevention, reproduction and reproductive health, etc.	Discussion of consent and medically accurate names for sexual and reproductive anatomy.	Move gender related studies including the study of sexual romantic orientations and identities to perhaps the study of sociology.	Study of genetics is a great addition as the health care industry and subsequent changes to disease prevention is changing rapidly.	Move gender related studies including the study of sexual romantic orientations and identities to perhaps the study of sociology.		I'm disappointed that this information was relayed to me, a district administrator, from a third party and not from the Oregon Department of Education. I've scoured my email to find evidence of receiving this and cannot find anything. These standard changes have the potential to be extremely polarizing and need full transparency.
Eastern Oregon	District Teacher on Special Assignment (TOSA) ESD Board member and local school board vice chair										
Southern Oregon	9-12 Teacher Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are many great standards about eating healthy, exercising, hygiene, safety, preventing substance abuse, and setting personal boundaries.	There are many standards that unnecessarily push a liberal agenda that are unrelated to the national standards. For example, in the Kindergarten standards, "Recognize that there are many ways to express gender." This is an OPINION not a scientific fact about the health of a human. This set of personal beliefs does not belong in a kindergarten health class. Please remove these personal opinions from the health standards that are taught to all children.	There are some good standards about safety.	These standards are overly sexualized at too young of an age and focus on "social justice" issues at the expense of actual health issues. It is totally inappropriate for a 6th grader to learn about anal sex. These standards are being used as a platform for the far left to push their agenda on all students in Oregon. PLEASE stick to the health topics and let parents teach their children family values.	Standards about drinking water, good food choices, safety, drug use prevention, and violence/abuse prevention. These are actually the most appropriate set of standards out of the three age groups.	There are many social/political viewpoints embedded in these standards that are unnecessary. Please leave these issues in the context of social studies classrooms and focus on the health issues. For example, "Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty." It is appropriate to teach about menstruation and how to maintain good hygiene, but it is not appropriate to push a political agenda that makes students feel like victims of oppressors and the government as the hero. Just focus on the actual health issues, not the political/social aspects that could be controversial and contrary to many personal beliefs.	Please remove standards at early ages that refer to gender expression/identity or are overly sexualized. These are family value topics, not objective health facts.

Southern Oregon		Parent/Guardian/Caregiver	White								I don't believe an 11 year old needs to know about anal sex. I also don't believe it is the schools job to teach really any topics of non traditional relationships, sex, or abortions. These types of topics should be talked about with childrens parents or caregivers.
Portland Metro		Parent/Guardian/Caregiver	Multi-racial		Strong focus on personal issues that should NOT be in the classroom. Curriculum too advanced for children.	Remove ANY and all curriculum or verbiage around gender identity. Body pert identification should be 5th grade.					The curriculum has gone way too far. It's perverse, subversive and wrong. It does not protect children, it enters thoughts and ideas that would not come naturally and especially that early. Provide ways for kids who need help to seek help. Otherwise, keep gender related topics for high schoolers.
Portland Metro		Parent/Guardian/Caregiver	White	No	None	Please don't teach kindergarten children about "all the different ways to express gender" this doesn't belong at school. It's a parents choice to teach their kids not the schools !! Stop trying to push this on our kids !!					
Eastern Oregon		ESD Board and Local School Board Other	White	No	Good directions in Wellness/Health Safty/First aid Sustance/Misuse/Abuse Food/Activity Social/Emotional/Mental Health	I do not think the sexual aspect should be inserted in K5. I do not believe this is the schools business and heads us in the wrong direction. This time could be spent on the Basics of education.I also believe this will further drive more parents to sending to private schools further eroding the states educational system.	further directions in the BASICS of education	I do not believe it is a schools resposnibity to delve into Sexual and Reproductive health in detail. This should not be one of the core issues in advancing education. It is controversial and personal and we are a public system. As stated above I also think this will weaken our system and drive many families from public schools	Again, I like further advancement in the BASICS of fundamental education	As stated above, we need to stick to and advance our education in the BASICS, and stay clear of controversial sexual based learning. This is not a direction our system should be going towards.	As we all know TIME is always in short supply especially in this day and age. I feel we are still lacking in the fundamentals of Nutrition, Financial, and other basics of sound education. To further branch out into explicit health issues is not a fundamental direction our system should seek. Our world is changing and so it is with our application of education but I see many shortages in the basic knowledge of our kids and therefore should continue the advanced BASIICS of education.. We live in a very complex world that requires a strong educational system for our children. With only 12 years of time to set the standards by which these kids will prosper and contribure to our society the BASICS of education need our compete attention. Branching our into all the other areas of life should be
Portland Metro		Parent/Guardian/Caregiver	White	No							I support children being able to express their gender identity as the child sees fit and I support children learning about gender identity and sexuality in the classroom. I do NOT want religous bigots determinimg what can or cannot be taught in the classroom. I support educators making these decisions.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Oregon children so young do not need to be indoctrinated with radical, polarizing statements such as "Recognize that there are many ways to express gender."					stop politicizing. Just teach STEM please	Oregon children so young do not need to be indoctrinated with radical, polarizing statements such as "Recognize that there are many ways to express gender."
					It is very detailed and organized.	Pare down this content heavily. This is FAR too much to have as topics to cover and material to review during this time in children's lives. This content leads us to believe that some educators have lost sight of what children need to be focused on at this point in their development. About 85% of this content is out-of-place and should not be covered during school hours.	Some people have put a lot of time into getting the details laid out.	Remove a huge portion of the guidelines and content to be covered during this timeframe. This is far too much for this age group to be subjected to while they should be focused on academics and scholastic aptitude and not emotional and relational trends and foibles of the culture. Schools need to focus at these ages at NOT bringing sexual topics into the classroom and attempting to establish someone else's values into the children. Many of these topics are too personal and private and should not be made public in the classroom. They are family issues.	They are organized.	(This question mentions "grades 6-8" but I believe this section should be regarding 9-12?) Once again, remove a large majority of this material from the standards. These standards seem to be developed for a trade school or professional development course for people going into fields involving sociology or cultural relations or other liberal arts type areas of study in the university. This depth and intensity does not belong in the education of minors. These details, topics, and initiatives are misplaced.	Please just go back to the basics of good nutrition and healthy living and not interpersonal relations and so much overly sexualized information. School is not the place for this level of information.
Southern Oregon		Community Member	Prefer not to answer		Scary things happening to our children in schools		Same as k-5				What the heck are you all trying to do to our children! Insanity is what I call it! Evil!
Other	Rivers	Parent/Guardian/Caregiver	Native American/Alaskan Native	Prefer not to answer	Nunya business! Parents can teach their own children.	I suggest removing all gender curriculum from your curriculum. After all, it is a crime to show pornography to children. The things you all show children, would never allow in my business! Porn is porn and you should all be arrested. A VERY SMALL percentage of children are trans. Why force it i. All children. Just like there is a higher percentage that are MAGA. We are not insisting you teach MAGA! Groomers used to be arrested!	I reccomend all students be removed from public schools as the school system is not teaching the important subjects. Writing, math, and reading should be your focus. Then maybe Oregon would not be at the bottom of the educational listings. People are moving out of Oregon because our schools are so bad!	Actually teach reading, writing, arithmetic! Stop pandering to a tiny percentage.	Teach reading, writing and arithmetic!!! Stop with passing failing students to make your numbers look adequate!	Teach the three m's. Stop with the bs!	Oregón education sucks! I work with kids and have to fix your terrible ideas of education!
						Eliminate sexual orientation and influencing bisexual and transgender teaching	Very poor should be teaching not influencing out children. Teach them to think and decider situations, not what to think.how to be independent not dependent	Same as above.Also teach and emphasize history this will teach them what not to do so history not repeat itself. We can continue to move the world forward	Nothing, read prior comments and follow along. We need mature and independent young men and women to thrive in this world. Who cab face diversity and today's challenges in a positive way.	See above comments. Stress reading, writing, spelling and grammar. Emphasize math, science and respect of others. Return to understanding the importance of family and support of each other. Embrace the parents role and their wishes for their children's education. Eliminate special interest groups and go back to Christian values.	Read The above comments again!!
Portland Metro		Community Member	Prefer not to answer	Prefer not to answer		Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.		Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics. Hold teachers accountable for properly educating the students.

Willamette Valley	Community Member K-5 Teacher Parent/Guardian/Caregiver	Other	Prefer not to answer		Abolish this and fire all ODE personnel supporting this.		See K-5 statement.		See K-5 statement.	These suggested standards are a slap in the face of every parent/guardian of our precious children who are trying to raise them in a moral, ethical and spiritual atmosphere that places love and understanding above misguided equity and it's attendant divisiveness. Bottom line, let' just call evil what it is: EVIL !!!
Willamette Valley	Parent/Guardian/Caregiver	White	No	It seems like the news standards take care to accommodate a more diverse perspective, while remaining rooted in science and best practices. I especially like the robust HRVP standards - such an important thing to connect with kids on. I wish we had stuff like this growing up.	I don't have any suggestions for improvement.	Nice to the Growth & Development sections expand as the grades go up into Middle School. The sexual & repro health section looks like it really has the best interest of these kids in mind.	I don't have any suggestions for improvement.	The high school standards look like a solid culmination of the previous decade+ of instruction these kids will get in terms of health education. Each section of study seems appropriately dialed in for what teens should know.	I don't have any suggestions for improvement.	Please keep your focus on the students and preparing them for a healthy, productive, happy life. K12 education, especially health education, has become highly politicized and adults desperate for a spotlight will say or do anything to derail you folks from fitting these kids with a good body of knowledge that is relevant to growing up TODAY (and not 20,30,40,50 years ago that folks seem so desperate to remain stuck in). Thanks for your work!
Portland Metro	Parent/Guardian/Caregiver		No	No mention of neurodiversity or ADHD	Discuss the challenges of neurodivergent, ADHD, ASD more and how you'll help kids with these issues rise to these challenges	No mention of neurodiversity or ADHD	Discuss the challenges of neurodivergent, ADHD, ASD more and how you'll help kids with these issues rise to these challenges	No mention of neurodiversity or ADHD	Discuss the challenges of neurodivergent, ADHD, ASD more and how you'll help kids with these issues rise to these challenges	
Central Oregon	Parent/Guardian/Caregiver	Native American/Alaskan Native White	Yes	Inappropriate.	Remove all sexuality.					
Portland Metro	Parent/Guardian/Caregiver									I'm disgusted by your push for gender ideology, it has no place in school. Focus on academics!
Southern Oregon	Community Member Other			rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology
Willamette Valley	Community Member	White	Yes	I do not find any strengths in the K-5 Standards. While most of the information is banal, and nothing to be applauded, there are serious issues which will encourage unhealthy student-teacher relationships, eliminating any potential positives within these standards.	K.HRVP.3 - Should be removed from standards. It is inappropriate for non-parental adults to be discussing gender expression with children. 1.HRVP.4 - Should be removed from standards. It is inappropriate for non-parental adults to be discussing gender identity with children. 1.HRVP.7 - Should be altered or removed. While not explicit, this standard is dangerously close to suggesting that children can consent to sexual behavior, both between peers and adults. 1.GD.4 - Should be removed or altered. While not explicit, standard can be interpreted as sexuality or sexual orientation, both of which are inappropriate to be discussed between a child and a non-parental adult. 2.HRVP.3 - Should be removed altered. Standard is too vague, and incorrectly implies gender as being an immutable characteristic of one's person, rather than as a personality variation within the sexual binary. 3.HRVP.3 - Should be removed. This standard is inappropriate to be discussed	Similar to the K-5 standards, the failures mask any strengths.	My greatest concern with the middle school standards is how the Sexual and Reproductive Health (SRH) standards seem to encourage sexual exploration by middle schoolers. First, various modes of sex are introduced (6.SRH.2), and decision making behind engaging in sexual activity (6.SRH.3). Then, strategy and methods are taught for how to engage in sexual activity (7.SRH.2, 7.SRH.3, 7.SRH.8). Finally, these skills are evaluated via demonstration (8.SRH.2, 8.SRH.3, 8.SRH.5). Additionally, there's a rather bizarre inclusion of examining the relation between sexual health and racism/discrimination that seem suspect (7.SRH.10, 8.SRH.11) All of this seem to indicate a clear pattern of attempted sexual corruption of children, which is, to say the least, concerning.			You need a more user friendly forum for public comments. If you are going to establish such destructive standards, the least you could do is offer an effective method for long-form criticism. Proof reading your forum would also be a good idea.
Eastern Oregon	Community Member District Administrator Parent/Guardian/Caregiver			Focus on mental well being	These are ridiculous standards and are politically motivated ! Let parents teach kids about issues related to gender identity. We do NOT need to draw attention to it! The standards for K-3 are unreasonable.	focus on mental health	Political agenda! There are two genders - male and female. You are either born with those body parts or you are not. We must teach our students to respect individual choice and NOT draw attention to it.			These are ridiculous standards and you will see an increase in home school, private school and charter school enrollment if these are adopted.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer							Discussing multiple genders and sexualities is damaging for the mental health of children, adolescents, pre-teen, and teens. If you implement the current curriculum draft, you will be mentally, emotionally and physically harming countless kids. Do your research on people who de-transition, damages of puberty blockers, and health problems for people who have sex anatomy changes. Shame on you if you implement this curriculum and I hope someone sues to put a stop to it. Lastly, it is so inappropriate to be discussing sexual acts with 11-12 year olds. This is perverted and whoever on the team that proposed this should be ashamed of themselves.
Eastern Oregon	Community Member Parent/Guardian/Caregiver	Prefer not to answer	No	Learning how a trustworthy adult acts and treats a child.	Any and all forms of any type of sexual intercourse education at this age level is disturbing. As a parent I do not want my children watching/learning about sex at this age.					Invitations for parents to be involved in such standards.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer		Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.		Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.		Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.	

Southern Oregon	Educational Services District (ESD) Employee Parent/Guardian/Caregiver School Volunteer	White	No		Stop teaching elementary kids about gender identities. Teach about being kind to all people, but no need to discuss gender identities or how gender identities are expected to act. Do not teach about sexual relationships. Do not teach about sexual orientation or the laws past or present about sexual orientation. Do not teach about pregnancy.		Do not teach about oral and anal sex. Do not teach about sexual orientation.			Let parents be parents. Stop trying to push the agenda about sexual orientation in the schools.
				Lots of good things about growth and development, safety, etc..	"HRVP.4 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time" You are teaching our children that they have changed. No, they haven't. You do not have the right to teach my children that something that is wrong is right. You can believe it is right yourself, but you can't teach my child that it is. I have no issues with teaching children to respect everyone, but don't teach them something that is against my religion.		6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. 6.SRH.2 Define vaginal, oral, and anal sex. 7.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex. These new proposed standards are horrible in so many ways. I believe most parents would agree with me that this is normalizing and even encouraging teen sex which is directly against what many people's standards. It is teaching that what is bad is good and normal. I know that even though I don't think any teens should be having pre-marital sex that many are and it is important that they understand safety with that for STD's and rape and such, but it it needs to be worded as though it is the exception rather than what everyone is doing. Please don't teach my children to do things that are against their family's morals and standards with an attitude of "everyone is doing it". Also, i don't think any middle schooler or even high schooler needs to needs to be taught about oral and anal sex.	Good things about safety and growth.	Stop normalizing sex	I was lucky to find out about this in the small comment window. Make it more public so people can comment!
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No		This is too much way too soon!!		These are still kids , way inappropriate in my opinion. These health teachings should be considered an elective if we are going into such details.			
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)		None. No strengths, these standards should be left up to parents to teach. Why introduce concepts to kids and confuse them more. They are more interested in playing and coloring than they are what gender they are. Stop confusing the kids!!	Totally not age appropriate at all!	None.	Totally not age appropriate.	None, leave it up to the parents!		Can we put more emphasize and math, science (real science), English and history.
Portland Metro	Parent/Guardian/Caregiver School Volunteer									Asking k-5 to identify how people may be treated unfairly and unequally because of their gender is completely crazy. You are setting up children to identify something different about someone and note that they should be treated differently. This needs to stop. Let the kids be kids and figure it out for themselves instead of pointing it out and calling attention.
Southern Oregon	6-8 Teacher 9-12 Teacher K-5 Teacher Parent/Guardian/Caregiver			It shows that administrators are aware that some kids are lacking parent support at home to teach these standards.	Parent involvement is critical. Parents know their kids best and are responsible for all aspects of their growth. I for example do not believe my 10 year old is ready to learn about oral sex. These are sensitive topics that do not need to be thought in schools. I think educating the parents should be the focus and then leave it up to them to decide how/when to teach theirs young children these topics.	It shows that administrators are aware that some kids are lacking parent support at home to teach these standards.	My 6th grader does not need to be taught the different ways to have sex. That is just opening kids minds up to ideas that they hadn't even thought of before. Give the parents the information and then let them decide what is age appropriate for their child. Offer and optional class for parents that don't want to teach it. Reading, writing and Math should be the focus of public schools, not sex.		Give it back to the parents to teach or offer optional classes for parents that don't want to teach it, but don't make anyone take it.	Our schools are along their focus and trust in parents has deteriorated. All of these standards can be given tp parents to teach, and then the schools can have optional classes for those that don't want to teach it. Our next generation is going to be destroyed by confusing kids when they are SO young. The focus should be on compassion and love towards others, no matter what. Not the specifics of how to have different kinds of sex safely.
Portland Metro	Other Parent/Guardian/Caregiver	White			Allow parents advanced notice of what discussions will be so parents and can conversations earlier or opt to not attend during this time.	N/A				No masks Keep kindergarten to 3rd grade simple language, allow kids to discuss with their parents.
Southern Oregon	9-12 Teacher	Prefer not to answer	Prefer not to answer		No mention of the words women, girls or female. "Some people use tampons and menstrual pads" - Is there a word used to identify who those people are? Gender is mentioned over and over in the document, "gender identity and expression" sounds as if gender is akin to a person's personality. Parents want teachers to teach their kids about biological facts.		Anal and oral sex at 6th and 7th grade level are completely inappropriate. "safer anal sex" will be taught to 12 year olds. Please invite some parents to that classroom when you teach that section. Some of the definitions (pansexual, queer,) are inappropriate and hard to define. Again, no mention of women, female, or girl, nor the word monogamy. Gender affirming healthcare is a contentious issue, leave this to parents to talk with their kids. Asking 8th grade students to demonstrate gender affirming language seems like compelled speech. Will students be required to say things like "some women have a penis" or "Lia Thomas is a woman"? All of this seems ideologically based, not scientific or based on positive health outcomes for kids.		Your question is incorrect. 6th-8th grade is middle school. I haven't been able to find a definition of reproductive justice that doesn't include legal access to abortion. This is ideologically based, not scientifically based. People have various beliefs about abortion. Many people believe that it is an injustice because it ends the life of an unborn child.	All these standards do is cause parents to lose faith and trust in public schools. They see these standards as ideologically driven, as opposed to scientific, biologic, or basic human health driven. Parents are pulling their kids out of public schools, and this is one more reason why they would do it.
Portland Metro	Parent/Guardian/Caregiver	White	No		The focus on gender identity(personality) is absurd. What value is it for teachers and educators to have knowledge of one's personal sexual preferences. This is beyond the context this kids should be given. Stick with biological reality, not mental state of self when their young minds have not fully developed		Again, leave the kids alone. Stop pushing an ideology and belief system on kids. Focus on skills that will allow them to be successful on careers			You are failing in almost every factor of education. Your lack of focus on math, reading, writing is destroying this generation.

Portland Metro		Community Member Other Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	K-5 Standards contain indoctrinating and sexualizing content. For example, asking 6-7 year olds about "how people with different gender identities are expected to act" suggests that children will first be educated on what each identity (heterosexual, lesbian, gay, bisexual, asexual and other -sexuals) mean, which should be viewed as prematurely sexualizing young children. Imagine an adult approaching your 6-7 year old daughter who starts talking to her about vaginal, anal and oral sex, etc. Knowing that this adult is a teacher does not lessen the potential negative impact that such "education" might have on young children. Then the question implies that each identity is expected to behave a certain way, which teaches children to judge individuals based on external attributes rather than valuing their unique qualities, and this essentially teaches them to be biased. I fully acknowledge the varying rates at which children experience puberty in today's world. While it's essential to accommodate those who may reach this stage earlier, it's equally important to recognize that not all children are prepared, both physically and mentally, to delve into topics like "sexual and reproductive anatomy" and "menstrual pads and tampons." Introducing such subjects during early childhood could potentially trigger psychological distress, particularly for boys who may not have anatomical relevance to these discussions at their current age. It's crucial to strike a balance that ensures the well-being and comfort of all children in	Remove anything related to sex, gender ideology, racial ideology, politics and religion. This includes, but limited to, 1.HRVP.4, 1.GD.2, 1.GD.3, 2.HRVP.3, 3.HRVP.3, 3.GD.1, 3.GD.2, 3.SRH.2, 4.HRVP.3, 4.HRVP.4, 4.GD.2, 4.GD.3, 5.HRVP.1, 5.HRVP.4, 5.GD.1, 5.GD.4, 5.GD.6, etc.	The K-6 Standards mandate that children aged 11-12 (6th Grade) learn about sexual orientations, as well as various types of sexual intercourse such as vaginal, oral, and anal sex. This can be categorized as "sexualizing children," and it raises concerns about its appropriateness and potential legal implications. Also, regarding "7.SRH.10 Examine how discrimination and racism negatively impact sexual and reproductive health" - what does racism have to do with sexual and reproductive health?	Sexual and Reproductive Health (SRH) is undeniably important, yet the age at which children are introduced to this subject holds significant weight. Premature exposure has the potential to result in lasting psychological impact. I suggest to raise the mandatory age for SRH education and allowing it to be optional for younger children WITH PARENTAL CONSENT. The Middle School Standards appear to deviate from the strong emphasis on controversial subjects such as gender and racial ideology found in the K-5 Standards. If I overlooked any instances, please remove any content related to these two subjects.			
Willamette Valley		9-12 Teacher	White	No					The integration of protective factors, community resources, and connection between content dissemination and personal implementation. The standards seem to be more comprehensive than in past years.	I love the idea of having students understand how policies can impact an individuals health, however I do not see the point of including historical reference. Some of the standards are more a public health and social conditions focus that can divert from current content we cover. If there was more time to teach the current standards, I would love to see those integrated, however we struggle as it is to meet them. I absolutely LOATHE the incorporation of "Describe the requirements necessary for obtaining a food-handlers card." How is this going to improve an individual's overall health? The incorporation of foodborne illness is far more relevant than this procedural process.	Remove this: "Describe the requirements necessary for obtaining a food-handlers card." This reeks that a restaurant owner was a part of the committee.
Willamette Valley		Community Member										
Southern Oregon		Community Member			No teaching or mentioning sex, gender, race or economic place.	Refer to parents/guardian any student inquiry into sex, gender, race. Teach math, English, basic constitutional civics.	No strengths come to mind	Teach the biological/health basic facts(like a family physician) in a method to refer to parents/guardians for clarification and details. No mention of gender, race or silly fantasies.			Teach decades old facts with no misleading, teasing or challenging conversations
Other	Yamhill county	Community Member Parent/Guardian/Caregiver	White	No		Reading and math proficiency. Behavior issues.	I opted my children out because the curriculum is inappropriate for their age.	Behavior issues- stronger consequences. Reading and math improvement. Over all push for greater academic excellence. Less push on the left wing/woke politics especially in sex ed and over all.	I was able to see the curriculum first and have the option to opt out. Choice must be an option and full transparency of the entire curriculum for parents.	Behavior, English, math over all increase in academic rigor and excellence for everyone.	Focus on the basics such sex, reproduction, STD's, pregnancy, and navigating healthy relationships.
Southern Oregon		Parent/Guardian/Caregiver				Completely age inappropriate material. Stop pushing ideas on innocent children too young to be exposed to this information. I will pull my children from public schools before I will allow them to be exposed to this.		Completely age inappropriate material. Stop pushing ideas on innocent children too young to be exposed to this information. I will pull my children from public schools before I will allow them to be exposed to this.		Nothing but propaganda, agenda-pushing, pseudoscience nonsense. Teach these kids actual scientific facts and leave it at that. Stop promoting ideas and behaviors that are known to cause mental and physical harm.	If my kids' schools teach this, I will pull my children from public schools.
Eastern Oregon		Community Member District Administrator Parent/Guardian/Caregiver		Prefer not to answer	None, this is outside the school function and has been for a long time.	Like religion, sexuality or sexual orientation should not be part of a public school's curriculum.	There are none it's become nonsense	Like religion, sexuality or sexual orientation should not be part of public schools	None, it's all gone down hill	Like religion, sexuality or sexual orientation should not be taught in public schools	Keep politics out of education no matter which side of the aisle you're on!
Willamette Valley		Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	Prefer not to answer	I think they are really well thought out. They seem updated for current times, which is really nice	I can't really find anything that I would specifically improve.	Really impressed with these. They are much more responsive and inclusive than they used to be.	Looks good.	Well written and they acknowledge current issues in our society.	All is good.	Please make sure these standards remain inclusive to our whole community, especially minority populations.
Portland Metro		Community Member	White	No		This is overkill of information - far beyond their maturity level. You are giving them all the information they need to have to be sexually active as though this is "normal" for 5-10 year olds. NOT age-appropriate material.		The natural inclination is to experiment and to try out newly acquired information. Why give knowledge to minds that are still far too young to make appropriate choices when only one side of the issue is presented?		When is the case for reserving sexual intimacy for after marriage presented? for parents being one man and one woman? for accepting responsibility for choices? for learning respect for another person?	Apparently, the state does not want the parent to be involved. At all grade levels, do parents who desire to be in charge of their children's health education have an opportunity for the family to opt our of the state standards??
Eastern Oregon		Grandparent Other	Other	Prefer not to answer	Discuss healthy foods, safety, as well as recognizing safety factors for blood born pathogens as well as how to respond to emergency situations.	Concerned some of these topics and issues are placing CHILDREN in a situation to make Adult decisions.	Discuss healthy foods, safety, as well as recognizing safety factors for blood born pathogens as well as how to respond to emergency situations.	Concerned some of these topics and issues are placing CHILDREN in a situation to make Adult decisions. Concern some of these topics will garner curiosity and the children who are curious will want to engage in such activities they are being taught.. Children ought to be allowed to have their childhood and youth before being forced to learn of adult situations.	Preparation for adult situations.. that I would hope my grandchild or child would feel they could trust their family to talk over some of these adult topics.	Concerned some of these topics and issues are placing CHILDREN in a situation to make Adult decisions. Concern some of these topics will garner curiosity and the children who are curious will want to engage in such activities they are being taught.. Children ought to be allowed to have their childhood and youth before being forced to learn of adult situations. I would hope my grandchild or child would feel they could trust their family to talk over some of these adult topics.	Give parents the opportunity to review class curriculem
			White		References to body parts, sexual reproduction, gender affirming, LGBTQ, should be eliminated. This is unnecessary and the information is being used to indoctrinate the students into an ideology. This is NOT education!	Remove references to body parts, sexual reproduction, gender affirming, LGBTQ, should be eliminated.	Same issues. Health Education should focus on proper nutrition, harmful foods, beverages, and exercise.	Remove all references to sexual reproduction, gender identity (there are only 2 genders -- male and female.), LGBTQ+, etc. Stop indoctrinating and spend more time teaching reading, writing, math, and other useful skills.	Ditto.	Ditto	Our students rank very low nationwide. Please focus on academics and eliminate ideological curriculum! topics!
Southern Oregon		Parent/Guardian/Caregiver			I think it's great that we are teaching children parts of their bodies, this is always important to help children be knowledgeable on their body parts, especially to be proactive in teaching them how to prevent/report sexual abuse and such.	My 5 year old does not need to be informed on ways to express gender, nor does my 10 year old need to know this. I teach my kids to be respectful of others, they do not need to learn the details of these items. Nor does a 5th grader need to learn on the different ways to conceive.	Once again, I think it's ok to teach respect and kindness without going in to details of inappropriate education	We do not need to include sexual and romantic orientations. Once again, I can teach my child what is important, and that is being respectful, kind and loving towards every single person no matter how similar or different they are from us. They definitely do not need to be taught vaginal, oral and anal sex, or how to be safer while doing so. This is inappropriate for this age. I do think it's important to teach abstinence at this age, but we should not be teaching methods of emergency contraception.			This should be approved by majority of parents/teachers prior to sneaking it in to the curriculum. There is absolutely no need for some of this 'education'. There is too much being pushed on our children. I am happy to have conversations with my children about necessary, age appropriate health information. I will never be okay with teaching children things that are not age appropriate.
Portland Metro		Community Member	Prefer not to answer		It is critical that you stick with actual SCIENCE and do not subjugate this to a short-sighted and potentially harmful political ideology. Also young kids should not be exposed to specialized content, they are not ready for this	STICK TO THE FACTS	Again, please skip the politics. We all know what's true and real	See above	See above	See above	You are losing students. If you sacrifice truth to ideology, you will lose more and you are harming these children

Southern Oregon		Other	Hispanic/Latino(a)(x)(e)	No	The wellness and Health Promotion, Safety and First Aid, Substance Use, Misuse, and Abuse, Food Nutrition, and Physical Activity, Social, Emotional, and Mental Health, Some HRVP, Some GD, Some SRH	K.HRVP.1- too early in life, K.HRVP.3- Only two ways to express gender, 1.GD.2- too early in life, 1.GD.3- too early in life, 3GD.2,.3,.4- too early in life, 4.GD.1,.2,.3- too early in life 4.SRH.1- eliminate the touching part 5.GD.5- only two genders, 5.SRH.1,.2;.3- too early in life	Same as the K-5 standards	6.GD.5- affirming is destructive at an early age. Wait until the age of majority 6.GD.6- too early in life for these topics 6.SRH.2 too early in life 7.SRH.2- too early in life 7.SRH.10- No evidence for this	This is good. Age appropriate	none	Keep health simple in the younger, formative years. These new concepts of multi genders is not biologically sound and should not be taught.
Eastern Oregon		Parent/Guardian/Caregiver	White	No	Cross to any lines	Trans and lgbtq need to stay out of the schools it is between the parents and kids whether they learn about it shouldn't be forced	N/A	Let the parents parent the kids not the schools	N/A	N/A	These kids don't need to learn about sex and trans and lgbtq stuff tell they are in high school not elementary school
Willamette Valley		Community Member	Black/African American	No		This us unbelievable. What k-5th grader needs to know all of the sexual organs and how use menstural products. There is no need to be sexualizing the children. There is a huge need for teaching them math, history, how to read and write, and geography.					Stop grooming our children for sex.
Southern Oregon		Educational Services District (ESD) Employee Other Parent/Guardian/Caregiver									It is ridiculous the amount of LGBTQ crap you want to shove down our childrens throats. Its sinful, inappropriate and not needed. There are boys and there are girls, scientifically proven, and this garbage will continue to confuse kids. When Covid hit we were forced to follow the "science" and close schools. Well, where is the science now? A boy can be a girl and vice versa? Come on… stop waisting money and educate kids on facts not propaganda.
Willamette Valley	N/A	Community Member K-12 School Administrator	Prefer not to answer	Prefer not to answer	They are developmentally inappropriate and riddled with social biases. These abstract ideas are not educationally relevant in our public education settings. The standards should be rejected and we should start back with the previous standards. Discussing gender expression is not appropriate prior to puberty and well before the onset of puberty.	Discussing menstruation at ages 6-7 is not appropriate when the average age of menstruation is over 12 years old (https://www.contemporaryobgyn.net/view/first-menstruation-average-age-and-physical-signs). Teaching sexual and reproductive health is not developmentally appropriate until ages 9-10, just prior to the onset of puberty. The focus instead should be on safety, nutrition and general wellness and healthy choices. Why do the standards include talking about sexual consent for a pre-pubertal child? This is not developmentally appropriate. Discussing how people of different genders are "expected to act" is vague, misleading and assumes that everyone agrees in our society that there are universal expectations for all genders and there are not. Standard 5GD.5 seeks to exclude and shame the many in our society who believe that there are 2 genders, as defined and taught by our God Creator and therefore shows implicit bias towards families of faith who hold this value to be the truth. According to Piaget, students in the preoperational stage up to age 7 are egocentric and concrete. Teaching how people of different gender identities or even the concept of gender identity is a very abstract concept and not appropriate. Why are these standards	To teach children to use "gender affirming language" teaches them to deny the truth. One person's proclamation of identity may require others to live that person's lie. Middle school and before are not acceptable developmental times to declare sexual identity. Puberty is an emotional time and teaching that we must live a lie of others' chosen identity is	It is clear that you have not engaged a wide array of stakeholders in writing these very biased and exclusionary standards and you have failed to mention the important role of parents, guardians and caregivers in navigating sexual development.	These standards are biased at this level and all levels, exclude parents and families and encourage children to break from their families as they navigate puberty. This is not healthy. There should be more of a focus on the family.	What stakeholder input did you include? The revision of these statutes should not be done without wide stakeholder participation, representing a large array of geographical, political and social stakeholders of all ages and segments of our Oregonians. They represent implicit bias by the authors. They ignore Piaget's developmental stages (https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457). Which parents have you included in the input process? Which community members?
Southern Oregon		9-12 Teacher	White	Prefer not to answer		The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, the standards surrounding gender identity, expression, and identity are not age appropriate for 5th graders.		The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school.		The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school.	There has been a mass exodus from public schools in Oregon because of the insistence of teaching kids health standards that should be taught at home, not at school. As a public teacher myself, I've tried to keep my children in the public education system. I believe in it, but if these over sexualized health standards pass, we will pull our children out of public schools. Schools should not be where these types of conversations should happen. They should happen in the home.
Southern Oregon		Community Member	Other								Please do not sexualize children.
Southern Oregon		K-5 Teacher	White	No		The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.					

Willamette Valley	Community Member Early Learning/Pre-K Educator		No		We need to stop teaching our children lies about themselves, and exposing young children to harmful and complicated subjects such as "gender" and transgender ideology. This is not digestible to children, especially at such a young age, our educators and state are failing our young children by letting this be taught in schools. I would not want my child in the public school system because of these subjects that are being taught and enforced; it is called indoctrination.		Stop teaching children that mutilating their bodies and chemically castrating themselves is "affirming care" and is "normal". You are failing our future generations.		Stop teaching our children that pumping their bodies full of hormones and killing their babies in the womb is "reproductive justice". Teaching children that their bodies are good just the way that they are and they do not need to put any hormones that are unnatural in themselves to help them live a good life. Teach them the beauty of sex in a loving relationship. Teach them the reality of abortion, that it is killing a human life. Teach them that their bodies are good. Stop indoctrinating our future generations.	Get the gender ideology out of the school systems. This is unfair to teach children this especially for the parents who do not want their children exposed to these things and indoctrinated but have to send their children to public school because they cannot afford to homeschool or send their kid to private school.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Science proves that there are only 2 sexual genders, assigned at birth. X and Y chromosomes. This education plan that is being proposed is only creating confusion for young children.		4.SRH.1 Recognize that people can show love and care for other people in different ways, including consensual kissing, hugging, and touching Children do not need to be taught sexual touching. This does not create safe places, it brings opportunities for confusion on physical boundaries and creates a interaction that can come across as appropriate behavior that isn't. 6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. This kind of curriculum by these definitions only creates confusion, and we end up with kids that are no longer in school to study math, science, history, Language Arts, Music and the Arts. Instead education like this is not teaching our children, its confusing our children and shouldn't be part of a education. Let the parents decide how to teach their own children about sexuality and when.		Human Sexuality Education courses, are confusing our children into not knowing if they are a boy or a girl. Teaching our children at a young age to explore sexual touching and encourage them to push the boundaries of students their age with sexual conversations, examples and introductions to destructive behaviors.	I do not understand how this curriculum is considered safe and effective education for our children.
Portland Metro	K-5 Teacher			I like the standards that focus on nutrition and mental health.	The Healthy Relationships, Violence Abuse/Prevention and Growth and Development standards are part of the politically driven agenda and do not belong, this depth, in K-5 health standards. Healthy relationships and boundaries are great to teach but this is overreach and pushing and agenda. They are absolutely not okay, and I am appalled that I would be required to teach about STDs, AIDS/HIV to a third grade or genders to a kindergartner. As a parent, I am not okay with these topics. I will teach my child at home what I want them to know and will teach them to be kind and considerate to others who make different choices for themselves. This is not the job of the school teacher.	WHP, SPA, SUB, FNP and some SEM.	7.SEM.8 needs removed. XHRVP, GD, SRH all need to be revised and rewritten with the intent to not indoctrinate students and not push a political agenda. These standards rob children of their innocence, and where some may need it, is it fair to do that to the ones that don't. This is not the role of the school or the school teacher. These specific standards are absolutely part of a political agenda. They do not teach our students, whose brains are still forming, boundaries and limits. We are the adults, we are the ones guiding. They should not be allowed to make their own decisions solely on that they what they "feel." These standards are dangerous to our students and once again, I am appalled at the overreach of ODE.			Get rid of everything that isn't how to take care of your body and mind. Get rid of the WOKE agenda that is blatant throughout these standards. ABSOLUTELY UNACCEPTABLE! Also, why do you want to know if I am part of the LGBTQ2SIA+ community? Do these comments hold more weight if I am? Talk about bias.
Willamette Valley	Community Member			Nothing!	A kindergarten student should be focusing on basic skills, and focusing on adjusting to a school setting, as well as and getting along with others		Middle school children are so lost as to who they are! It is so confusing to add yet another thing theyvhave to wonder about.." am I really a boy, maybe I am a girl "...really? You are doing so much harm to these poor students by adding this question.			I don't expect to be heard, but....how dare you attack our children with confusing information about their "assigned" sexual identity. Children of school age are too young to comprehend these issues in a healthy manner. These issues of sexual orientation, alternative family structure are neither necessary or appropriate to education. Lets get back to teaching our children how to read and write and think critically rather then having school be a pkace where they are exposed to the goals of a political agendale,
Southern Oregon	Parent/Guardian/Caregiver	Asian Multi-racial White	No	It's important for children at this age to know the correct names of their body parts. It's important that children know and understand boundaries and how to communicate and leave an uncomfortable or inappropriate situation.	K.HRVP.3 Recognize that there are many ways to express gender. This needs improvement by being removed. Children at this age don't need to know about gender expression or gender identity. This can be taught at home by parents, but is not appropriate to be taught in school. Not everyone agrees with this, and this is not aligned with many people who come from Christian and other religious backgrounds. 1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act. I suggest that this also be removed. Children at this age don't need to discus gender identities. This is something that needs to be taught at home by the parents/guardians of the children. Public school doesn't allow discussions about God since not everyone agrees with that belief. Public school also shouldn't allow discussions about gender identities because not everyone agrees with the belief that you can identify as a different gender than the one you are biologically and anatomically born with. 5.GD.5 Identify the differences and similarities between gender identity, gender expression, gender roles, and sex	Some strengths are the teaching of overall health which includes physical, social, emotional, mental, and environmental. Identifying unsafe situations and knowing how to get help and support to escape unsafe situations. Understanding food nutrition.	6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. I suggest this be removed. Middle school students don't need to define sexual and romantic orientations. This is a very sensitive time when students are going through a lot of changes, especially with puberty. This is a time when many adolescents/students are confused and want to explore their curiosity. At this age, it's difficult for adolescents/students to recognize who they are let alone sexual ans Roman orientations. Introducing this in oublic school can cause more confusion and will go against many teachings in the adolescent/student homes. 6.SRH.2 Define vaginal, oral, and anal sex. This needs to be removed. Adolescents in middle school are typically age 11 to 14. This is not an age appropriate discussion. Students do not need to define different forms of sex. This will lead their curiosity and is highly likely to cause more teen sex at younger ages and more teen pregnancies. Adolescents at this age don't need to be introduced to different forms of sex. This is very	Discussing personal and family values.	None at this time.	Subjects with sexual orientation and sexual relationships needs to be left to discuss at home and not in public schools. The basics need to be taught such as recognizing the biology of the body and correct names of body parts. Students need to be taught the importance of setting, upholding and respecting boundaries. Students font need to be introduced to sexual orientation or sexual relationships or how to have sex. Abstinence is the best way to prevent pregnancy. Students need to be taught the importance of building relationships without sex as well as having and practicing more self control and self regulation.

				They are too broad and they allow for too much individual interpretation.	Go back and take a look at the standards from 1992. Those are appropriate!	I only was interested in the elementary grades.				I'm angry and saddened by the schools taking over the parent's responsibilities. All the teachers need to keep their personal opinions to themselves.Trans issues need to be taken out as well as any homosexual teaching. These alphabet issues should not be discussed in school and should be addressed by the parent(s). Schools have overstepped by taking on the feeding of all kids and teaching sex ed.Parents must have a say whether their child participates during presentations. BUT 1st the parents must be notified ahead of time.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer		There is far too much emphasis on gender identity and explicit sexual information included in the curriculum as a whole. Our kindergarten children should not be discussing or learning about gender identity or any kind of sexual education and it is not the school's responsibility to teach them about it. Discussions about body autonomy would be approriate and probably necessary, but the guidelines go too far.	There are none. Every standard is influenced by political ideaology which is not shared by many parents and families.			So does health only mean sex these days? What about positive ideas about maintaining mental health and ways to support those who struggle? Drop the gender ideology. Oregon is so far behind the rest of the world. Learn from other countries.	These standards will encourage more and more families to homeschool or choose alternate ways of educatng their children. I hope there is an simple way for parents to opt out of these classes.
Central Oregon	Parent/Guardian/Caregiver								Because the school district has been reckless with our children we've had to home school our child. They have put peoples "feeling" above reality.	Get back to reality. Get back to basics and stop trying to parent our children
Eastern Oregon	K-5 Teacher Other Parent/Guardian/Caregiver	Multi-racial	No	I do not see any strengths. I think health education such as this is horrible.	Children this age do not care about sex identity. They do not think about gender other than the genitals they have. I am a parent of 2 boys, 4 and 6. I am home schooling them. Because I will never have this sort of thing taught by to my children from anyone other than myself. My boys know they are boys because the have a pee pee. That's its. Girls and boys are different. Any sex education taught needs to be done by the parents only. This curriculum is straight up setting children up for confusion of who they are. I think you are terrible people and should be jailed for teaching such things if you do.	Disagree completely. You are making children mentally ill with this. You are brainwashing children. It is indoctrination. Period.	Replace this with maybe learning other cultures, taxes, bring cooking back in school. Hoe about Permaculture Gardening since we are so concerned about cilamte ? Get digital technology OUT of schools . Make kids smart, make them work. Teach them how to earn things. But it's obvious what your agenda is...	No strengths. I feel the same way about all of it. This is indoctrination. From the gender, sex, vaccines.. all of it. These are conversations to be done with the children and parents.	Suggested improvements are the same as above.	People will continue to take children out of school. Maybe that is your goal? Or maybe you are hoping to rope on the children whose parents don't see wha is happening here. I think is this child abuse. Kids for one should not be at school for more time than they are in the company of there gaurdians. 2 , you do not get to decide the moral compass of a child. That is the parents job. You are over stepping extremely. If you put this into school, you will be abusing children. And i believe you belong in jail or worse. Period. .
Willamette Valley	Community Member K-5 Teacher School Volunteer	Prefer not to answer	Prefer not to answer	Recognition that families can look differently and still be a family. That our bodies are our own and no one has the right to take away our right to feel safe, strong and free.	Sexual education at this age of any kind should be practiced in the home. Schools may offer publications with suggestions of important things to discuss with your children but trusting a stranger to answer these sensitive subjects and the questions that may arise with our children is not a wise avenue. Many children will hear things they should not even have to consider at this age of innocence and which will be disturbing to them. I agree that correct terms for body parts needs to be taught at home in the case of needing to report abuse. But not at school in mixed classes. These rights SHOULD NOT be taken away from families. Also, we are born male and female. We are NOT God and should not presume the right to change the gender from how we are born. A MUCH more health attitude/action is focusing on how there are many ways we can express ourselves as a female or as a male and that we need to embrace each other in our uniqueness. NOT suggesting to these very impressionable little ones that we can choose and of these various options for ourselves. Talk about confusion! 5th Grade sex ed. classes in a separated environment (boys separate from girls) about the natural changes their bodies are going through, how babies are	6.GD.7	Middle school age is already a chaotic, struggling time as young people establish their identity. These changes will only add to the chaos and confusion. A very small percent of our population actually identifies with other sexual orientations and treating each other respectfully in these choices should be our focus - not a wide open possibility of "look at all these things you could be!" This is not a healthy approach for students who already in their immaturity are seeking to find their gifts and confidence. 6.GD.5 - The financial impact upon our country should be looked at with the decision to fund sex-change operations along with the finality that there will never be going back to your original, healthy body. Abstinence outside of marriage is the only sure form of contraception and this should be Highlighted and focused on. The minute you open up the can of all these options in Middle School the students will increase their experimentation - you are encouraging under aged students to partake in adult behaviors. Under 6.SRH.7 Abortion needs to be listed separately as it is not a pregnancy option, it is a pregnancy termination and along with this must come the education			Can you explain the reason the general public finally received this information to review only 2 DAYS before consideration? NO ONE (in the general public) RECEIVED THIS AUGUST 9th - I guarantee. VERY DECEPTIVE
Oregon Coast	Parent/Guardian/Caregiver		Yes	I appreciate the fact you are trying to get ahead and inform kids where some parents may not properly inform or educate.	Some of these things are being taught to soon and some don't really pertain to necessary knowledge for a child that young. Some of it goes beyond what should be taught by the school or by the parents? The only choice parents get is to pull their children from school? Knowledge is power but timing is key. This is too much.		I guarantee this will cause middle schoolers to experiment more rather than less for at risk kids maybe but every single child that's traumatizing and that's not what these CHILDREN need.	Better timed for some of these conversations and topics	The better safe sex education and general health knowledge is so necessary for these mini adults and it is astounding how little teenagers and adults know about our bodies	Is this really the healthiest with developmental timing?

Southern Oregon	Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	No							The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way
Southern Oregon	Parent/Guardian/Caregiver	White	No	This is the most disgusting thing I have ever seen. You have no right to talk about, expose youth as young as 1st grade to sexuality topics. And where are you yea hi g children about reading, writing and math? You are more focused on confusing children's minds rather than helping them grow. Who ever developed these standards is no friend of children but rather a perverted mind who wants to harm and not help.	Educate children in traditional areas as math, writing, and reading. Develop and encourage families and traditional roles. Let boys be boys and girls be girls. END THE SEXUALIZATION OF CHILDREN	I'm sorry but I could not get past k-5.				The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way Start over. Do not do this yo youth
Willamette Valley	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) Multi-racial Native Hawaiian/Pacific Islander	No	Disgusting. Exposing my children to sex that should be taught by their parents.	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Disgusting	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Disgusting	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.
Southern Oregon	Parent/Guardian/Caregiver	White	No	There's compassion for students, but the strengths end there.	Remove the graphic sexual content. It's completely unnecessary.	Nothing positive. It's all inappropriate to be discussed by anyone other than parents.	Again, the overt sexually explicit material needs to be removed.	Since these children are closer to adulthood, some of the topics are okay, but it's still placing far too much worth on the children's identity being rooted in their sexuality.	Simplify and remove the graphic portions of content.	Humans are complex beings and are composed of all different dimensions: physical, mental, emotional, spiritual, sexual, etc. To put so much emphasis on their sexuality defining their personhood is misleading. To have adults who have a powerful influence in order to push a political point of view, and that's what this is because there's a massive amount of individuals in our country who absolutely disagree with a large portion of what's stated as fact in here, is manipulative at best, evil at the worst.
Southern Oregon	K-12 Student	Prefer not to answer	Prefer not to answer		They should not allow any teaching that is about gender that is the parents place not the education system. If you want to teach about gender then you need to teach about religion also		They should not allow any teaching that is about gender that is the parents place not the education system. If you want to teach about gender then you need to teach about religion also		They should not allow any teaching that is about gender that is the parents place not the education system. If you want to teach about gender then you need to teach about religion also	Yes get gender identity out of curriculum, I have pulled my children from public school because of their things being taught ie race gender sex ed etc. school is about reading writing math science not about what color our skin is. There is only 2 genders male and female and how do we know that one has a vagina and the other has a penis one gender can be pregnant and the other can't It's simple!

Willamette Valley	Community Member Parent/Guardian/Caregiver			Are there any?	Have actual expectations. Have appropriate curriculum guidelines that deal with knowledge and age-appropriate development. No gender inquisitiveness should be taught at K-5 or younger levels. Let's focus on having our kids pass actual education benchmarks.	Same answer. Moving gender questioning until adulthood and not in public school systems.	Where can it NOT improve? Let's be honest for once.	There are none.		I pay for public school and have zero faith that they would teach my children what they need to know. I don't trust the curriculum to be unbiased and I don't trust the expectations to make my kids ready for the real world. I have my kids in private school because public school is failing miserably. It's an embarrassment.
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	First aide	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom
Willamette Valley	9-12 Teacher	Prefer not to answer		None.	These standards are not age appropriate. They are not developmentally appropriate. These standards are also full of feelings, not facts or biological and scientific ideas.	I have an 8th grader...precisely ZERO of his large friend group has held hands.or even pecked .girl on the cheek or lips. These standards are assinine	Focus on developmentally appropriate standards. Review FACTS AND STATISTICS AND LIKELIHOOD of any sexual activity 14 and under. It is an extremely low occurance, under 10-14%.	Poorly written. Redundant. Biased. Catering and pandering to social and political and progressive agendas.	Hire new and unbiased ACTUALLY TRAINED content creators, non-activists, and experts trained in child development, curriculum creation, and best-practices to re-write the standards	Considering ODE has driven Oregon education into the ground, including sinking to the lowest 10% in the nation as well as poorr attendance, reading and writing and math proficiency failures at all benchmark years, as well as decreased rigor, removed Honors and TAG, INCREASED VIOLENCE through policies, these standards written by buffoons are no surprise.
Southern Oregon	Community Member	Prefer not to answer		Nothing.	"Gender education" does not belong in these age groups. This kind of "education" puts things in kids heads that they wouldn't even think about on their own and it contradicts what many many parents are teaching their children at home. Let kids be kids and let parents decide what moral values to teach their children.		This sounds too much like teaching kids how to have sex and giving them encouragement to do so.			I am so glad my grandkids are in an awesome home school situation! This does not sound like "health education " to me. It sounds like indoctrination.
Southern Oregon	Educational Services District (ESD) Employee K-5 Teacher Parent/Guardian/Caregiver School-based Coach/Specialist	White	Prefer not to answer		The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.		The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.	The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.	The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way
Southern Oregon	Parent/Guardian/Caregiver				The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.					
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)			Teach only…we don't need opinions we only need to teach		Teach only..we don't need politics or religion or your personal opinions..just teach		Teach only..we don't need politics or religion or your personal opinions..just teach	Please encourage teachers to leave their personal beliefs behind. They need to teach and not indoctrinate on their behalf
Southern Oregon	K-5 Teacher Parent/Guardian/Caregiver	White			Expression of gender is not a health-based discussion. It is a matter of self expression and views. It has no place in a school health class. Many families have very different moral views of this and it should not be taught in a school setting as fact. If Adam and Eve and God are not taught as facts in school, neither should gender identity and expression. Just teach kindness for all humans, and how to respect other people's view.		Expression of gender is not a health-based discussion. It is a matter of self expression and views. It has no place in a school health class. Many families have very different moral views of this and it should not be taught in a school setting as fact. If Adam and Eve and God are not taught as facts in school, neither should gender identity and expression. Just teach kindness for all humans, and how to respect other people's view.		Expression of gender is not a health-based discussion. It is a matter of self expression and views. It has no place in a school health class. Many families have very different moral views of this and it should not be taught in a school setting as fact. If Adam and Eve and God are not taught as facts in school, neither should gender identity and expression. Just teach kindness for all humans, and how to respect other people's view.	Have a class of how to respect other people's views that differ from their own. Not just tolerate each other, but genuinely recognize it is ok to have different opinions and to not teach moral views as facts in a classroom setting.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Teaching kids to be respectful	They are completely inappropriate. Children do NOT need to be sexualized in school. It is not the place. There are only two genders, and they can't be changed. (Kindergarten standard, 1.gd.4, 3.hrvp.3, 3.srh.1, 4.srh.1, 5.gd.5)	Don't really see any	Very heavy on sexualizing kids. Teaching sex techniques to middle schoolers is inappropriate. Stop pretending that "power" and "privilege" cause violence. 6.gd.3, 6.gd.6, 6.srh.2, 7.srh.2, 8.hrvp.2,	Hs.gd.6	Studies show that affirming gender disphoria does not actually improve the person's well-being. So hs.gd.5 does not work.	Please make them appropriate for age and real life.

Eastern Oregon	Parent/Guardian/Caregiver				I believe that we are over sexulizing at too young of age. This does not need to be taught in grade school. This is why I will continue to homeschool my 3rd grader.					
Portland Metro	Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	There are no strengths. Current "health" education is merely a vehicle for social engineering and indoctrination.	No gender ideology. Tell the kids the truth that sex is binary and everything else is just fashion. It is not the business of the government/schools to tell children about puberty blockers and that people can be born in the wrong body.	There are none.	Children do not need to demonstrate to the state that they are ready to engage in sex by showing how to use a condom.	None.	Do away with everything except basic anatomy and physiology, and STD and pregnancy prevention.	It is not your business to introduce children to gender ideology, puberty blockers, pleasure based "sex ed" and all kinds of different sex acts. If you want to push more parents to homeschool or private school, then by all means, stay the course.
Willamette Valley	9-12 Teacher	White	No	Promoting healthy practices and behaviors	5.whp.2. It is not the role of educators to give medical advice regarding vaccines. That is between a family and their physician. It is inappropriate for schools to be influencing students regarding healthcare. 3.srh.1 and 3.srh.2. It is highly inappropriate to discuss consensual relationships and sexual and romantic orientations and identities. No 3rd grader should be subjected to this type of grooming behavior. This is an early attempt at normalizing sexual behavior and is disgusting that adults would even entertain this curriculum. 4.srh.1 stop influencing young children by subjecting them to sexual behavior. We should teach about having safe hands NOT consensual sexual behavior. It's disgusting 5.srh.1 continuing with the theme of teaching young children about sex this is inappropriate. Families should decide when it's appropriate to talk with their children. It isn't the role of a teacher of 10 year olds to discuss various cultures and their values of sexual intimacy.	Identify unsafe situations	6.srh.2 discussing oral and anal sex with 11-12 year olds is disgusting. There is no place for this in the classroom 6.GD.5 Gender affirming care is genital mutilation. Teaching adolescents with underdeveloped brains that they can make life altering decisions and call it healthcare is insane. You should address mental illness as that is what this is. This age group has curfew, cannot drive or vote but can make decisions that will mutilate their body and you are supporting this? According to the NIH " Data indicate that 82% of transgender individuals have considered killing themselves and 40% have attempted sucide, with suicide highest among transgender youth." Address the mental health crisis and not a political agenda. You should be ashamed of yourselves.			As an educator, ive never seen so much mental illness as I have in the last 3 years. Coincidentally, the lgbtq+ agenda has been shoved down our throats in the schools at every turn. In my school there are more lgbtq flags throughout the building then American flags. This is what groomers and pedophiles support. For once in your lives, please make decisions on what's best for kids and not the leftist political agenda that controls you. Their futures depend on it.
Portland Metro	Community Member	Multi-racial	Prefer not to answer	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math
Willamette Valley	9-12 Teacher Community Member Parent/Guardian/Caregiver	Other indigenous	Prefer not to answer	NA	Third graders should NOT know about consensual sex. That's groomer status	Teaching about healthy eating habits	I short, discussing oral and anal sex with 12 year olds is inappropriate. Gender affirming care is inappropriate. These are children with developing brains. This is a grooming mentality. You are a pervert if you support this abuse. This is abuse.			Do what is best for kids! Not what is best for leftist policies. As an educator in the state of Oregon, there are more more LGBTQ flags hanging as opposed to American flags. This perverted agenda is being shoved down our children's throats. Stop being a groomer and pervert. When someone is an adult (18 years of age) do whatever - I don't have problem with that. But to target children and push this agenda is evil.
	Parent/Guardian/Caregiver				The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.					
Southern Oregon	School Volunteer grandparent	White	No	no strengths		no strengths		no strengths		I don't agree with any of it.You are teaching things that are not age appropriate and shouldn't be taught at school.Putting ideas and info into children's head that they don't need to be thinking of and presenting it like it is all ok, which it is not.What about teaching good old family values, marriage, letting parents decided what their children should be told and taught that is ok behavior. It is all against my beliefs and all of this is not ok to be teaching children this is all ok. This is very wrong and if you continue to try and push this on children, parent will be pulling their children out of public school even more then they already are.
Willamette Valley	K-5 Teacher	Prefer not to answer		I really see very little that could be considered a strength. They are developmentally inappropriate at all age levels!	Stick to actual health issues and keep the information out that can't be scientifically substantiated. There are two sexes, male and female. All the in between choices are politically motivated and have No educational merits	Inappropriate				

Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer							This document is a Trojan horse using dental care to deliver age inappropriate discussion on consent and unfounded climate change effects. Telling children the importance of brushing and flossing their teeth is a well support fact. While opening up discussion on climate change is neither health related, nor age appropriate. The entire outline has age inappropriate topics starting in kindergarten all the way through elementary and middle school ages. It's not the State, school, or teachers' place to coach children into discussions regarding consent, sexual orientation, and mental health. The entire outline seeks to circumvent parental oversight. Introducing children to these topics will confuse and exacerbate their mental health. Please remove all sections.
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	All teaching about hygiene and living a healthy life.	All gender identity, expression, affirmation and sexual orientation material should be dropped	All teaching about hygiene and living a healthy life.	All gender identity, expression, affirmation and sexual orientation material should be dropped	All teaching about hygiene and living a healthy life.	I am not interested in telling people how to feel or what to write in your public comments, but in case you feel similarly to me and want to save time, I will share my answer for how the K-5 curriculum could be improved if you want to tweak it or copy/paste. If you don't feel similarly, feel free to disregard: The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.	answer for how the K-5 curriculum could be improved if you want to tweak it or copy/paste. If you don't feel similarly, feel free to disregard: The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my
Willamette Valley	Other			In addition to my teaching certificate, I also hold a MA in Psychology. Gender expression education in primary grades is unwarranted and dangerous. It should be limited to their biological identity as they have not yet developed the higher order thinking to understand the difference between sex and gender.						
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	Students are learning about, health and safety.	Remove the Social, Emotional, and Mental Health (SEM) This kind of information should only be dispensed by a licensed Psychiatrist It is inappropriate to engage children in discussions about who they can trust and not trust. this is grooming. This is a conversation that parents have with children.	Students are learning about health and safety	Remove the Social, Emotional, and Mental Health (SEM) This kind of information should only be dispensed by a licensed Psychiatrist It is inappropriate to engage children in discussions about who they can trust and not trust. This is grooming. This is a conversation that parents have with children. Children do not need to explore their sexuality in a school setting. That is adult behavior.		The sexual indoctrination is a sex crime against children. For some children you are introducing ideas they have never had. This is grooming. You are not going to council a child into a safe place. Mental health issues, confusion and emotional struggles are best left for the family to pursue through mental health professionals of the family's choice. This is not a relationship schools should have with students.	The sexual grooming that is being accepted as normal and helpful, is emotionally damaging for the youth of today. The confusion they system is sewing into the children is a crime and should be prosecuted. The school system is not an extension of the family and should not be treated as such. Stop the intimidation and confusion that is leading to suicides and immoral behavior.
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Yes							Please keep gender identity out of classrooms
Central Oregon	Parent/Guardian/Caregiver				Leave political ideologies out of public education.		Leave political ideologies out of public education.			Leave political ideologies out of public education.
Oregon Coast	Parent/Guardian/Caregiver			Gender identity should not be taught to young children at school.. school is for learning to read and write. Leave the gender identity lesions for home.						Gender identity should be taught at home not at school.
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	No	Crazy	You are ruining our children	No	No	This is crazy	It's not a good idea
Eastern Oregon	Community Member K-5 Teacher Parent/Guardian/Caregiver	White	No		Not teaching them anything to do with gender or sexuality.		Not teaching them anything to do with gender or sexuality.		Not teaching them anything to do with gender or sexuality.	Why do we need to subject students to learn how to express their sexuality? I don't want my own children to be subjected to this whatsoever. My children don't need to be educated on the LGBTQ+ stuff. Politics, religion, and sexuality are all things that need to stay out of schools. My children don't need to be educated on that by their teachers. Parents can do that. Please don't adopt these new standards, you will lose more students in the public education than you already have.
Portland Metro	Parent/Guardian/Caregiver	White	No		Remove the gender content					

Willamette Valley	Parent/Guardian/Caregiver	Black/African American Multi-racial White		This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.
Willamette Valley	Community Member			They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to thing. Bring God back into the classroom.	They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to thing. Bring God back into the classroom.	They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to thing. Bring God back into the classroom.	Take Satan out of the education system and start teaching students how to think for themselves. This garbage you are teaching these poor kids, only hinders them from being productive members of society. Teach them to be leaders and not followers. But then you need to have educators who educate and not indoctrinate. Stop teaching them the lie that Communism is preferred over Capitalism.
Southern Oregon	Community Member Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	There are some good standards on Safety/First Aide, Food/Nutrition, and Physical Activity.	The standards on gender instruction/affirmation, anatomy including genital naming, menstration, family types, and love is not appropriate for the school system. Sex Ed used to be taught in 5th grade, then it moved to 4th, and now as early as K with some of the information. This is just not appropriate and should be removed from the youngest ages. I would love to see the research that supports teaching children about their sexual anatomy earlier reduces childhood pregnancy and STTs.	Substance Abuse Education, Food/Nutrition and Physical Activity are well done.	Discussion on affirming healthcare; defining romantic and sexual orientations; defining vaginal, oral, and sex; describing different shapes of vulvas and circumcised vs. uncircumcised penises, and intersex conditions; Identify safer sex strategies for vaginal, oral, and anal sex; applying and decision making model to choices about engaging in sexual behaviors; Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior; Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice; Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions; Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression; Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and	Again the Substance, Nutrition and Physical Activity standards seem appropriate.	Nearly all of the Growth and Development and Sexual Reproductive Health Standards are concerning and should be removed or substantially revised.	The majority of this material is slanted toward the Progressive Political Left. I would hope we could keep politics out of the class room and just educate our children so they can succeed at life. I think both Left and Right Political parties should be able to agree on that. The school should not be a place of indoctrination for either side. Teach the kids how to think, not what to think. Affirming anything is not teaching kids how to think. Also Elementary school is not the place for sex education unless we want to have kids getting pregnant early which is an poor indicator for success in life regardless of your identity or preference. Please substantially revise these standards.
Southern Oregon	Parent/Guardian/Caregiver	Native American/Alaskan Native	No		Remove all sexual education. Health education about the physical aspects of a body is a completely separate item than anything of a sexual nature. Children that are this young have primarily not been exposed to this level of information. Primarily because the parents know their Colleen and know they are not yet mentally equipped to handle this information. This is too much information for too young of children.		Remove the sexual nature of the information. Sexual education should come at a age where children will be dealing with it. No 11 year old should be or is contemplating anal sex on their open. If they haven't been exposed to it they have no idea. As a school system it is not your job to teach children how to have sex. Teaching safe sex to wear condoms is something more of an 8th grade or high school education level. Teaching children how to have sex, sexual positions, etc is and should never be information taught in our school system. Stick to educating our young minds. Not stripping any innocence left in these young children. Let them be young and innocent while they are. This information will come later in their lives, it is not for the school system to deliver and normalize this level of sexual behavior at such young ages. Just because some children have been exposed to drugs and unstable mental and sexual information does not mean we make it the norm. Find ways to support those children without corrupting the mind of the children that haven't.		Keep sexual positions	It is appalling to me the teaching children of any ages sexual positions has even entered the school system. We live in an age where children cannot count chance back, cannot read a click or write in cursive, yet the concern in our school system is if children are aware of the potentially available sexual positions. Education needs to stay in their lane. You do not nor should you have the authority to offer this information to young people. Especially those that are so easily misled. Some children may be able to shrug this off while others will be led to pursue. If safe sex, abstinence or condoms are taught homosexual children understand to wear them. Teaching them specific positions where they are necessary is a large step vastly outside of the educators position.
Willamette Valley	Community-based or Non-Profit Organization Employee	Prefer not to answer	Prefer not to answer	Absolutely NOTHING!!!!! tax dollars should be spent on teaching these children to read and write, how to think, not what to think! If you're not ashamed of our children's test scores, you should be!	Stop sexualizing EVERYTHING! And teach them science, math, cursive, teach them our history, and about the documents and morals founded this country!	Absolutely NOTHING!	Stop sexualizing EVERYTHING! And teach them science, math, cursive, prepare them with life skills, and the morals founded this country!	Absolutely NOTHING!	Give them job training, teach them work ethic and prepare them with skills to overcome addictions such as a cell phone or the porn your exposing them to! Stop giving everyone a participation diplomas! Forcing children to participate in immoral and ungodliness, will create even more children to be pulled from your schools!	Throw it all the way and start over this country was founded on Christian morals. Parents are waking up! And I will do everything in my power to enlighten them.
Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer			Appreciate the focus developing health & wellness awareness.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.		Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.		Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	
Willamette Valley	Community Member Parent/Guardian/Caregiver	Prefer not to answer	No	Should be no talk about gender or sexual orientation in schools.	My children do not need to hear or learn about all the crazy gender disorders in the world today, they are also too young to be learning about sex.	Absolutely disgusting, children do not need to be learning about sexual orientation or ways of having sex.	Stop trying to indoctrinate our child with this all these multi gender disorders and stop normalizing sex at such young ages? What is wrong with you?	Scrap any gender/sexual orientation indoctrination.	Keep health class about nutrition, first aid, body functions, etc… these kids do not need to be pushed towards the LGBTQ+ movement.	This isn't Health Education, it is indoctrination. Keep the gender and sexual orientation nonsense out of our schools!
Oregon Coast	Community Member	Prefer not to answer	Prefer not to answer	not much	leave our kids alone! teach basic health, basic biology at the 5th grade level, and let the parents decide the rest	very little.				
Portland Metro	Parent/Guardian/Caregiver			I don't have a huge issue with teaching children to be respectful of gender identities and all people overall	.I think 5th grade is too soon to discuss sexual intercourse and how women get pregnant. As a pediatrician, I see benefits to teaching puberty in 4th and 5th grades. But there is no need to teach sexual intercourse at this age and besides being potentially confusing or upsetting, it hyper sexualizes. I am very disturbed that this would be taught this early and they are not developmentally ready for it. Teach it in a step wise fashion and focus on puberty and body inclusivity in elementary school.	Teaching respect for all people regardless of various identifiers.	The guidelines do not differentiate between 6th and 8th graders. 6th graders do not need to know the details of sexual intercourse, various methods, STDs, etc. 8th grade or even waiting until high school would be more appropriate.			The proposed guidelines start explicit discussions of sexual intercourse way too early. Spoken as a mom but also a pediatrician, they aren't developmentally ready for that in 5th grade. Puberty, respect for all people including gender identities, yes. But wait until 8th grade or later for discussions on sex.

Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Trying to teach children empathy and inclusion	Mixed with teaching inclusion are false statements about gender that contradict thousands of years of human development.	Trying to teach teens to be aware of the risks in sexual activity.	It is the parents role to teach about sex in the first place, but these standards are also including things that can be more dangerous and risky to youth—anal sex and relationships that lead to STIs, abuse, and violence. Schools should not be mandating this instruction.	Trying to teach teens to be aware of the risks in sexual activity.	It is the parents role to teach about sex in the first place, but these standards are also including things that can be more dangerous and risky to youth—anal sex and relationships that lead to STIs, abuse, and violence. Schools should not be mandating this instruction.	The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way
Willamette Valley	Parent/Guardian/Caregiver	White								From my perspective it seems that many children that many children that simple do not fit in the the general style dent population find acceptance and are channeled into the LGBTQ community. It's almost a peer pressure that is facilitated by the schools. Just because a child of any age is different shouldn't mean they have to align with the LGBTQ community to find sone kind of acceptance.
Oregon Coast	Community Member	White	No							
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer		None	With all due respect, kids this age only know about all of this stuff because they are being taught it. Kids don't know until they are exposed. Seems like with various cultural and religious beliefs, this should be talked about at home.	None	Again, why are we pushing this issue. Classroom discussions will get out of hand and kids will make more comments than if it was not discussed. Middle schoolers are mean and it the roughest 3 years of school for most kids. This should be topics that parents should be teaching and if there is a need, there are school counselors for individual students struggling.	None	Seriously, kids this age are on social media all day long. It is in their feeds 24-7. They know enough and school boards and politicians need to stop shoving it down their throats.	This is an adult issue and kids are being used as pawns in the game. Schools need to be safe places where kids are taught school topics like reading and math. Why isn't basic, old school health education enough. Adults need to stop with all of this madness. Let kids be kids. If there are issues, school counselors can then step up and do their job. Have fliers available for kids that want it. Have teachers address students for inappropriate behaviors and address it at that level. These topics are being presented to kids for what? To be kind or to introduce them to ideas that they have never considered. What is the end game here? We have one of the worst education systems in the nation. Why don't we go the drawing board and focus our time, attention and money on basic core classes instead of spending
Oregon Coast	Parent/Guardian/Caregiver		No							I believe there is too much emphasis on sexuality and relationships in the entirety of this proposed curriculum
Oregon Coast	Parent/Guardian/Caregiver	White	No	K-5 health standards should focus on basic topics. Diet, exercise, sleep, etc.	Focus more on general health	Strengths? Lol It's obvious the agenda being pushed here. 👎	Is it really necessary to teach a middle schooler oral & anal sex?? Not appropriate!!	Really making health a top priority. Perhaps we could prioritize MATH, READING, HISTORY, etc. Our schools are failing miserably & our representatives are more concerned about pushing gender identity & sexual positions.	PRIORITIZE ACADEMICS!! You are failing our children..our FUTURE!!!	These health standards make me sick! I will teach my children appropriate content when it's time. Keep this garbage OUT of the classroom!
Oregon Coast	Community Member	Prefer not to answer		None	Get gender politics out of tax payer supported schools		Get gender politics out of tax payer supported schools		Get gender politics out of tax payer supported schools	Get gender and sexual preference politics out of tax payer supported schools
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer		Sticking to the basics is all children need.	Anything with teaching multiple genders and sexual proclivities to kids under the age of 13 should be immediately thrown out. Above 13 should be scrutinized and determined what should actually be taught, if any of it.	Kids need to learn how to boost their immune system. Not how to do analysis oral or any of that business.	Teach kids basic health. The immunse system would be a great place to start. Don't waste time teaching kids how to do anal, oral etc. That is not a schools place. Don't confuse kids teaching them about gender ideology either. Stop confusing kids. And teach them they were born perfe t just the way they are.	The high schools suck staff is mean and bullies. Do better.	Staff needs a whole evaluation. Don't allow the teaching of gender ideology. Ⓝ stop teaching kids how to give blow jobs and anal. That's disgusting. And not a place for a school. Stick with the basics of education.	Stop pushing things on minor children. Stop sexualizing them. Stop teaching them weird ideologies. Stop trying to push parents out.
Eastern Oregon	Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).			Gender and Sexual preference is not appropriate for chidlren	Gender and Sexual preference is not appropriate for chidlren	My kids go to school for basics not sexual orientation not the schhols Job at allval	Anything away from the basics is not the school's job the parents can teach them the inappropriate stuff that has nothing to do with the school	My kids don't need to be taught preferences or genders or anything sexual, school is not the place for that	My kids don't need to be taught preferences or genders or anything sexual, school is not the place for that	School is overstepping on parents rights. Kids are sent to learn the basics not to learn the corruption. I don't NOT agree with this being taught to my kids and I will forever fight what you people are trying to do to our children. you all should be ashamed.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer			Children DO NOT need to be learning or pushed towards gender identity, roles, that boys can be girls, that girls can be boys. This is absolutely inappropriate for children.		Children DO NOT need to be learning or pushed towards gender identity, roles, that boys can be girls, that girls can be boys. This is absolutely inappropriate for children.		Children DO NOT need to be learning or pushed towards gender identity, roles, that boys can be girls, that girls can be boys. This is absolutely inappropriate for children.	Stop pushing race disparity and gender identity or non identity. These are kids.

Southern Oregon		Parent/Guardian/Caregiver	Multi-racial	Prefer not to answer	It is important for young/impressionable children to know who they can trust, especially adults. It is also important to teach them tolerance and understanding of people who are different.	Elementary aged children are impressionable and easily confused. They are too young and developmentally immature to fully comprehend (nevermind make informed decisions) the complexities of choosing a "gender expression", especially when that information will be coming in a school environment. Sure, teachers will control discussions in class; how are those discussions going to evolve outside of classroom control, on the playground? Frankly, it is a parent's responsibility to choose when and how to have these discussions—it is absolutely inappropriate for a teacher, an administrator, or a politician to replace me in this this role, and I will not tolerate my child's school attempting to overstep their boundaries in this area. Please read about the case of the Spreckel Union School District in California.	I agree that schools should help adolescents know who they can trust. Parents must be at the top of that list.	Specific descriptions of alternative sex (eg anal sex) should not be taught at school. There is too much "gray area" in this learning environment for me to trust that what is being taught is appropriate/correct for my child at their stage of development and understanding. Youth should be referred to their parents to have these discussions.	I agree that schools should help adolescents know who they can trust. Parents must be at the top of that list.	Specific descriptions of alternative sex (eg anal sex) should not be taught at school. There is too much "gray area" in this learning environment for me to trust that what is being taught is appropriate/correct for my child at their stage of development and understanding. Youth should be referred to their parents to have these discussions.	The implementation of these new standards, should they be mandatory, will result in the withdrawal of my 4 children from the public school system. Undoubtedly, many other families will choose likewise.
Willamette Valley		Parent/Guardian/Caregiver	White	No		The line that says they will be taught there are many ways to express gender. Can we please stop pushing an agenda on 5 yr olds? Let them be kids. Let the parents have conversations with their own child about what they want them taught.					Get pornography out of our school libraries and out of our health curriculum. Stop teaching sex in all forms at school. Let the parents teach what they want their kids to know about this stuff. Stop interfering in the parent child relationship!
Eastern Oregon		Other		No	Let the parents be involved in sexuality education.	Let parents teach their children about sexuality					let the parents teach their children about sexuality and get the pedophiles away from our kids and out of the school system.
Willamette Valley		Community Member	White			teach kindness, not differentness		do not promote without achievement: provide tutoring	little knowledge of early world or American history: inability to make currency change:	respect for teaching staff: turn phones off during classes: readiness for employment	hygiene is cleanliness, not sex ed: teach abstaining is safe sex
Other	Salem Oregon	K-12 Student	Other	No	I note that you shouldn't cram this LGbtg down our throats. We believe this not Unacceptable.	Don't teach my children this crap	Once again don't teach our children this Bs	If you feel you need to teach this send a note home to parents that want to have this taught and can say yes or no!	Same	Same	Same
Southern Oregon		Parent/Guardian/Caregiver	White	Prefer not to answer		Leave sexuality, gender expression, etc. out of the school curriculum. Should be up to families to decide this discussion.	Leave gender expression and in-depth sexual education out of the curriculum. This is a family issue and may impede religious and/or family values.	Leave gender expression and in-depth sexual education out of the classroom. This is a family discussion matter and may impede religious beliefs and/or family values.		Leave the gender expression out of curriculums; including in-depth sexual education. Implement home economics to include banking, cooking, basic life skills.	Remove gender expression, in-depth sexual education that borders pornography, and focus on basic life skills and really help for kids experiencing bullying and Mental Health issues.
Other	Christian	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	None. From what I've seen you are brainwashing our children and have no right to speak on things like gender and sexual orientation. Our kids should not look at race, gender or sexual preferences, and decide behavior based on that. Kindness to everyone, is what matters here.	Stop trying to push gender affirmation, and discussions on sexual orientation on our kids!!!!! To think that you all think this is ok blows my mind!	N/A	Stop pushing gender affirmations and sexual orientation! Kids need to learn about their bodies, how the opposite gender body works. Our anatomy. How sex works. What it is meant for and how it's not something to be taken lightly. Safety, diseases.	N/A	Stop pushing gender affirmations and sexual orientation! Stick to the basics. Anatomy, saftey, disease. Maybe go into how healthy relationships work, commutation, trust respect. You're confusing these kids, give them tools for a healthy relationship	The ODE's health education draft standard is absolutely sicking! Leave our child's alone when it comes to gender, and sexual orientation. Stay in your lane!!!!!!! How about you teach our kids to read and write? We have some of the lowest academic scores and you all want to worry about these disgusting health standards. Put some effort into helping our kids reach great academic achievements. How about that?!
Eastern Oregon		Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	White	Prefer not to answer							I just wanted to celebrate the inclusion of confidential resources in the standards! These can empower youth, support mental health, and meaningfully support youth in a trauma-informed way. I'm so glad they are going to learn about these resources. Thank you!!!
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer			There needs to be clearly defined limits on what teachers can teach/introduce about sexuality, Teachers with their own agenda and feelings can put forth much more than the bare information. We should NOT be beginning to groom children to move away from their original sex.		Middle schoolers are just beginning to seek their sexual self. These guidelines are normalizing ANY kind of behavior. Again, teachers should have CLEAR guidelines and not be able to add any of their own beliefs into this curriculum		This curriculum is clearly designed to influence young people. Is there any part of the curriculum that clearly says it's Ok to just be male/female or is it just to move easily influenced/kids eager to "fit" in, to choose alternatives because that is what is now approved and applauded	I hope that all parents are given a copy of this curriculum and have all parental rights to opt out of this insideous "for the student" agenda. I will choose to keep my kids out of this curriculum
Willamette Valley		Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver School-based Coach/Specialist School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	No	There is no strength. Children do not need to be exposed to anything like this. Children are not political allies. They don't need to be indoctrinated with this information without parents consent.	Remove these standards. It goes against a parents right to choose. Takes away religious freedoms.	There is no strength. Children do not need to be exposed to anything like this. Children are not political allies. They don't need to be indoctrinated with this information without parents consent.		There is no strength. Children do not need to be exposed to anything like this. Children are not political allies. They don't need to be indoctrinated with this information without parents consent.		
					there are too many standards. Stick to reading, writing and math.	stop with all this frivolous indoctrination. This is left to families to instruct not schools. Stop with this BS	Teach on things that will make our children competitive with the world.	All of this is indoctrination. Teach children how to think for themselves. This is child abuse.	stop indoctrinating the minds of our children	stop all this wasted time of teaching. Teach the constitution, Bill of rights, critical thinking skills. Stop trying to create mind controlled people	Stop all this BS. It is not the schools place to teach children this garbage. Most of America does not agree with this. You are being paid by the taxpayers and we do not want this garbage taught. Parents can instruct their children. It is not the schools responsibility.
Willamette Valley		Parent/Guardian/Caregiver			There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	Get back to basics! Teach kids to read and write! Our schools are COMPLETE failures! Leave out EVERYTHING sexual!	Teach our kids reading, writing, arithmetic! It is absolutely shameful that sexism is the priority!
Southern Oregon		Community Member	Prefer not to answer	No	It's good to teach kids about the harmful effects of alcohol and tobacco.	Eliminate all "sex" education. THese children should not be taught that they can change their gender. They shouldn't be taught about menstrual products or how babies are made.	It's good to teach them about the harmful effects of alcohol and tobacco.	Eliminate all "sex" education. Teaching children that they can change their gender is WRONG. Teaching them about birth control is wrong. If anything, they should be taught abstinence.	It's good to teach the harmful effects of alcohol and tobacco and to be considerate of others.	The only thing that should be taught about sex is abstinence. No transgender indoctrination, and biological boys should never be allowed in girls' bathrooms or locker rooms or on girls' sports teams. Health education classes should never be co-ed.	It looks like you are trying to take away parental rights and encourage sexual activity in young children..

Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are a lot of positive standards that the kids need to learn about, hygiene, exercise, healthy foods.	There a quite a few standards that shouldn't be included. These push opinions and agendas. Kindergarteners shouldn't be subjected to gender expression. Save this for the home and the parents. Several topics like this aren't scientifically based and don't belong in the classroom.		Some of these topics are totally age-inappropriate. I don't think high schools should hear about this and these standards would teach them to 6th graders. Please don't let these crazy standards infect our wonderful community.	There are several solid topics that are critical: food and water standards, drug prevention. These are age-appropriate and needed for our students.	Let's remove all the political viewpoints from these standards. Making victims out of everyone and playing with identity politics is a great way to destroy students. Separating everyone out based on their characteristics is divisive. Let's focus on the actual health topics.		
Willamette Valley		Parent/Guardian/Caregiver	White	No	Didn't agree with any of it	This should not be a requirement to graduate. Our children should not be forced to be exposed at that young age	I don't agree, no strengths	I don't agree that it should be a requirement, it needs to be addressed but not forced	It should. not indoctrinated,	It should not be required.. suggest debates, research and discussion instead of forced	
Willamette Valley		Parent/Guardian/Caregiver		No	Nothing, there are none.	Go back to the basics and don't push society's opinions on our children!	None				This is an agenda you're pushing you do not have the right to make this a requirement for anything my children will not be allowed to hear any of it! Maybe make math and reading a priority!
Oregon Coast		Parent/Guardian/Caregiver	White		K-6 should be about reading, math etc... leave the gender ideology out. That is a parents job.	Ditch the DEI and woke ideology until 7th grade					
Central Oregon		Parent/Guardian/Caregiver	Prefer not to answer		The topic areas of Safety and First Aid; Substance Use, Misuse, and Abuse; Food, Nutrition, and Physical Activity are strong.	Kindergarteners do not need to know the accurate names of genitals (GD.1). They do not need you teaching them about ways to express gender (HRVP.3). First graders do not need you teaching them about sexual and reproductive anatomy (GD.2). Third graders, I have too many topics to list that I find inappropriate. Same for the Fourth graders and Fifth graders. They don't need to know about vaccines, your interpretation of microaggressions, systemic injustices. laws around gender and sexual orientation, sexual intimacy . . . . I could go on and on. Stay in your lane!	Safety and First Aid; Substance Use, Misuse, and Abuse.	Sixth Graders do not need you teaching them about masturbation; defining sexual and romantic orientations; or defining vaginal, oral and anal sex. This is not your place. We have students that can't read, count back change, know their Constitution, etc. Get back to teaching, not sexualizing our children.	Same as above	Same as above. While other countries are far more advanced than the USA, this is not what we should be concentrating on teaching our children. Get back to the basics. If that can't be done, find another job!	Stick to the basics and quit warping the minds of our children.
Central Oregon		Community Member	Other	Prefer not to answer	Sadly the K-5 Health Education Standards is NOT a strength but it is a weakening point brought on by politicians, politics and sexual preference, let people live the way they want, DON'T bring it into the school's! Sadly the only strength in the New Health Education Standard is going to bring is; brainwashing, grooming, and a gateway for predators to invade when a student is weak, Crimes against humanity!	Improve basic academics, leave politics and sexual preference out!!! Educate in basic hygiene, healthy eating, and exercise for Health Education Standards!	Sadly the Middle School Health Education Standards is NOT a strength but it is a weakening point brought on by politicians, politics and sexual preference, let people live the way they want, DON'T bring it into the school's! Sadly the only strength in the New Health Education Standard is going to bring is; brainwashing, grooming, and a gateway for predators to invade when a student is weak, Crimes against humanity!	Improve basic academics, leave politics and sexual preference out! Educate in basic hygiene, healthy eating and exercise for Standard Health Education.	Sadly the High School Health Education Standards is NOT a strength but it is a weakening point brought on by politicians, politics and sexual preference, let people live the way they want, DON'T bring it into the school's! Sadly the only strength in the New Health Education Standard is going to bring is; brainwashing, grooming, and a gateway for predators to invade when a student is weak, Crimes against humanity!	Improve basic academics, leave politics and sexual preference out!!! Educate in basic hygiene, healthy eating, and exercise for Standard Health Education!	Wake up!
Eastern Oregon		Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	White	No	After reading the draft standards I am shocked at the unnecessary "education " being proposed for our children. The only strengths I can see are talking about safety of firearms although I don't know where that comes into play with regular academics. Also, learning how to cope with microaggressions.	Improvements would be to get rid of everything that refers to identity, gender and sex. These topics are not for the schools but for the parents to address.	Mental health and bullying are appropriate topics to discuss with students.	Define vaginal, oral and anal sex? Sexual orientations? Minor access to sexual healthcare? Have you lost your minds?! Suggested improvements would be to start over, what are you trying to do to our kids?	I'm trying to find some good in these standards and it's been extremely hard. I guess anything that can help them understand the dangers of drugs is good speaking as a parent of a now drug addicted 24 year old. Sexual promiscuity that is promoted in school leads these kids to drugs.	Less sex!! Can we please focus on education. Why the absolute fascination with all things sexual. We are dealing with a mental health and drug crisis in our nation but I don't see much on fentanyl/drug avoidance. Please stop trying to confuse our children with all the gender choices, family orientations and secrecy for contraception. Reading these "standards" looks to be a method of taking away parents rightful standards for their children.	Keep sex out of school period. Our kids scores on basic education are plummeting, focus on that and stop confusing them with extra things to learn. It's too much for them and parents and it causes tension and division in an environment that should be for learning academics.
Southern Oregon	OR	K-12 Student	Elmira White	No	None	Take out all gender identification starting in kinder					
Oregon Coast		Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	White	No	I appreciate the honesty about correct naming of body parts an anatomy and honesty about different families and views						
Eastern Oregon		Parent/Guardian/Caregiver	White	No	Nothing. This is not age appropriate	Don't do it	Nothing. This is not age appropriate	Don't donit	Nothing. This is not age appropriate	Don't do it	The I formation you are providing our kids is not your place. These are conversations that should be had in the family unit.
Other	Hood River	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There is a good focus on safety and first aid as well as food, nutrition and physical activity.	There are quite a few items that are inappropriate to teach kids because they are either a) too advanced at the grade level in which they are included, b) clearly ideologically/politically driven and should only be taught by parents if the parents so choose, and/or c) they go against ORS 336.455 which states that material must be medically accurate. These include: K.HRVP.3 - ideologically driven. This is a chosen belief, not unobjectionable truth, and should not be taught by schools without the explicit consent of the parents. 1.HRVP.4 - same as above. This is ideologically driven and can influence children to believe they might be a different gender at a vulnerable age depending on how this is taught. 1.GD.3 - too young. Unnecessary to scare children, especially little girls who will have to deal with this when they have years and years before they will have to deal with this. 1.GD.4 - why are we explicitly talking about love and attraction at age 6? The language is too vague and could open		As mentioned above, there are clear ideologies being taught here: 6.GD.5 - There are many data points showing that gender affirming care is actually worse for the child, often leading to regret and extremely negative consequences like fertility challenges or inability to orgasm. Are the negative consequences also being taught? Are you teaching about all types of mental health disorders and their treatments? Probably not as that is best left to a doctor.			
Southern Oregon		Parent/Guardian/Caregiver			Too controlling. As parents/caregivers we need greater flexibility to instill personal morals into our children that are reflect our faith.	No sex education at all. Children need to be children and not expected to become adults at the age of 5.	Not much.	Sexual awareness is appropriate for 7th and 8th graders, in my opinion. However, they should NEVER be asked or demanded to question their birth sex. That is highly confusing at a time when hormones are raging and life is confusing enough!!		Don't you mean, grades 9 - 12? This age group should be focusing on life/career goals and getting training or further education after high school. Anything distracting from supporting those goals should not be included.	DEFINITELY no sex education to grades K-5. Sexual awareness education for grades 7 - 12.
Oregon Coast		9-12 Teacher Parent/Guardian/Caregiver			Nothing is positive about this. This is unacceptable. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	There is nothing positive. This is unacceptable. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	Is this is finalized, every person involved should be prosecuted for soliciting children for sexual purposes. This is horrific. Shame on those who are advocating this.
Oregon Coast		6-8 Teacher K-5 Teacher		No	None.	So not implement.	None.	Do not implement.	None	Do not implement.	This is an outrageous draft of curriculum and should never be used or seen in a classroom.

Oregon Coast		Community Member Parent/Guardian/Caregiver School Volunteer	Native American/Alaskan Native	Prefer not to answer	There are no strengths to this. Stop trying to confuse children, there are only 2 genders. This is biology	Stop trying to confuse children, there are only 2 genders. This is biology	There are no strengths to this. Stop trying to confuse children, there are only 2 genders. This is biology	Stop trying to confuse children, there are only 2 genders. This is biology	There are no strengths to this. Stop trying to confuse children, there are only 2 genders. This is biology	Stop trying to confuse children, there are only 2 genders. This is biology	
Oregon Coast		6-8 Teacher	White	No	Absolutely no strengths!	Go back to bringing biblical truth into our schools on gender. One “man”, one “woman” and to identify in who Christ made you. No choice	None	Biblical truth	None	Biblical tryth	Would never in a million years go back to teaching in the public school system
Oregon Coast		School Volunteer			I feel these conversations are not ment for school	Don't need teachers talking about this stuff! It's grooming!	None!!	Should Be discussed at home and not in the classroom!	None	Do not agree with it! Not things that a teacher should discuss with children!!	You are all groomers if you feel thisis okay to teach young children!
Willamette Valley		Parent/Guardian/Caregiver	White	No	There are no strengths, keep your politics out of our schools, we all know there are only two genders you people are trying to divide everyone and it is absolutely disgusting	Those age group kids do not need to be taught about these types of things. They don’t even understand things like this. You people are sick.	Once again two genders is the only thing literally there is nothing else. These kids are trying to learn things that are useful and this stuff is nothing but blatant lies.	Don’t talk to our kids about things that are a lie, and inappropriate, the education system is full of sick and twisted people I can’t even begin to wrap my head around this none sense.	Teach kids about real health things, not fake, lies about stuff you make up everyday	Normal boy/Girl anatomy and the truth about it.	You people are full of lies, and the children of this state deserve to be taught real lessons about the real thing. Like I said before you people who believe this B/S actually have a true sickness and love the idea of ruining the lives of all our fragile children who are actually there to be educated about thing that are real.
Willamette Valley		Community Member		Prefer not to answer							"Health Education" has become a Trojan Horse for social indoctrination. ALL of these subjects are the role of parents, not grade school teachers.
Southern Oregon		Parent/Guardian/Caregiver			This is outrageous. There are no strengths.	If you are trying to have students leave our public schools, continue doing what you are doing.	This is even worse and borders on sexual abuse.	Why are you constantly trying to do the job of the parents. Leave gender, sexuality and sexual practices for family discussions.	None	Why are you constantly trying to do the job of the parents. Leave gender, sexuality and sexual practices for family discussions.	Why are you constantly trying to do the job of the parents. Leave gender, sexuality and sexual practices for family discussions.
Central Oregon		Community Member	Prefer not to answer			Remove all references to sexual orientations and activities.		It is not the business of schools to explain or refer to vaginal, oral, or anal sex (specific reference: 6th grade standards). This arouses curiosity, implants ideas, and creates embarrassment in the classroom.			Get back to teaching the skills needed to read, write, and do math.
Willamette Valley		Community Member Parent/Guardian/Caregiver			nothing	get rid of all aspects of gender/sex teaching by schools. that is not there job.	none	get rid of all aspects of gender/sex teaching by schools. that is not there job.	none	get rid of all aspects of gender/sex teaching by schools. that is not there job.	get rid of all aspects of gender/sex teaching by schools. that is not there job.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Accurate names for genitals, different types of families	What is being taught about firearms? This is a very sensitive conversation, there are families who have firearms and families that do not - how do you address this difference? Why are the benefits of vaccines being taught? Children have no choice in that, their parents do. Not everyone believes substance abuse is a medical condition. It is a choice first. Do not teach my child to feel sympathy for drug addicts. There are many things in this curriculum I would like to exclude my child from. Specifically the sexual orientation things before 5th grade. How do I do that? Gender identity, expression, and roles is not something that should be brought up to a 10 year old. Many children are still learning who they are at this age, allow them to do that without influencing them and making them feel they have a choice to make.				We have a reading epidemic in the US. Why are we spending so much time on health education that should be taught at home instead of teaching children to read. Oregon is in the bottom of the list for education. Let’s address those issues, not health education. No wonder educators are so stressed out, if they have to teach children things that they should not be addressing.
Willamette Valley		Community Member Other	White	Prefer not to answer	Great topics and laid out nicely	I really wish we could get away from "gender" and make it ALL students. It shouldn't have to matter what gender or other things. What should matter is that ALL students are getting the best education our public school can offer.	Again, and it is across the board. I love all these topics.	I do notice that abstinence is taught but I also see that anal and oral sex is taught to 6th graders. I would be concerned on how it is being taught. what percentage abstinence and what percentage oral and anal.	Again, great topics for the students to learn Love, love, love FNP	I wonder why such a big emphasis on gender rather than ALL students.	I do understand this is somewhat new territory with "gender". I think we should be teaching all the students and not to what is "at the moment" emphasis. ALL students should be treated with dignity, respect and kindness.
Oregon Coast	Oregon coast	Other			Nothing	Clean up sexually oriented info to this age group.	NA			Civics classes,value of religion and capitalism	
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	These seem less about education and more about what should happen at home and with the students medical professional.	Stick to academics and provide an opt out for families that provide this foundational knowledge for their child at home and don't need this provided to their child.	The only strength is this section: 8.HRVP.11Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.	Remove - 8.HRVP.3Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions. Remove - Growth and Development (GD) - the entire section. Why would you think that an 8th grader would feel comfortable discussing this in a classroom setting at school where they should be learning math, english, and other classes that are academic focused? This is very personal for anyone and should only be discussed with family and their medical professional.	This is the only good thing I see, HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	Why would you think that an 8th grader or high school age student would feel comfortable discussing this in a classroom setting at school where they should be learning academics? This is very personal for anyone and should only be discussed with family and their medical professional.	We send our kids to school to learn academics, learn to be social with peers and this is such an overreach that it is frustrating. You need to get back to academics and leave the rest to the professionals. Teachers are not trained for this and went to school to TEACH children, not counsel them. That is a different school for a different purpose.
Willamette Valley		Parent/Guardian/Caregiver									Where is the option that allows parents the opportunity to opt out their children from this curriculum? We have always had the choice and I don’t see that option anymore. I would rather teach my children of any age sexual content, rather than some stranger.
Willamette Valley	Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	These seem less about education and more about what should happen at home and with the students medical professional.	Stick to academics and provide an opt out for families that provide this foundational knowledge for their child at home and don't need this provided to their child.	The only strength is this section: 8.HRVP.11Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.	Remove - 8.HRVP.3Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions. Remove - Growth and Development (GD) - the entire section. Why would you think that an 8th grader would feel comfortable discussing this in a classroom setting at school where they should be learning math, English, and other classes that are academic focused? This is very personal for anyone and should only be discussed with family and their medical professional.	This is the only good thing I see, HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	Why would you think that an 8th grader or high school age student would feel comfortable discussing this in a classroom setting at school where they should be learning academics? This is very personal for anyone and should only be discussed with family and their medical professional.	We send our kids to school to learn academics, learn to be social with peers and this is such an overreach that it is frustrating. You need to get back to academics and leave the rest to the professionals. Teachers are not trained for this and went to school to TEACH children, not counsel them. That is a different school for a different purpose.

2017

Willamette Valley	Other	Hispanic/Latino(a)(x)(e)	No	Not much.	K-5 children have no business being taught the scientifically false notion that there are more than two genders. Children also have no business being taught the "medically accurate" names for genitals. You are obviously grooming our children for pedophile exploitation.	None.	First you need to learn to spell improvement.	None.	Teach American history correctly and accurately the Constitution. Teach English Literature, mathematics, reading and writing, and American and world geography.	The state government is failing our children; indeed you are exploiting their innocence for your own evil purposes. Shame on you.
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	None	These teachings are inappropriate and should not be taught in school.	No positive strengths.	Do not do any of this.	Same		Stay away from sexualizing students, this area belongs to parents
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Good to teach kids about being physically and mentally healthy, and that there are people we can go to if we need to talk about anything.	Why do you need to teach a first grader that there are different ways for different genders to act? 1.HEVP. 4 Everybody acts differently. Why are you wanting to bring attention to someone who is different? You don't need to label people. Also teaching 4th graders that it's consensual to kiss, hug and touch? 4.SRH.1 I think most of this needs to be reserved for middle school. Also for 5th graders why are we teaching them about gender identity? 5.HRVP.4 and 5.GD.5 this should all be elective whether someone wants their kid to know about that or not. Parents need an option to opt in or not for this type of education	Teaching to respect others no matter their differences	6.SRH.2 are you kidding me? You do NOT need to have children define sexual acts at this age. Again, this should be a choice for parents to opt in or out of so they can teach their own children. For those parents who don't care and would rather the government teach sexual education then this would be fine. 7.SHR.10 would love to see the curriculum used to teach this? Racism effects sexual and reproductive health? 8.HRVP.2 what are other factors that contribute to community violence? Power, privilege, positionality and inequity are one small percentage of the cause of this. If it isn't the whole reason, it shouldn't be suggested that it is	I like all the high school focus. I especially like that there are resources for teenagers to go to for support.	I think this is suppose to be the section for improvements for high school, not 6-8 again. I would just suggest all K-8 Wellness and Health, Healthy Relationships and Violence Prevention, and especially Growth and Development be reviewed by a more diverse group of drafters. Also that any sexual education be available as an OPTION	Would like more diversity in creating these standards.
Willamette Valley	6-8 Teacher Parent/Guardian/Caregiver	White	No	Food and nutrition guidance, first aid, substance abuse.	Remove the "woke" agenda. 3.sem.2- "ways that affirm one's identity." 3.HRVP.1- "while affirming gender identities." 3.HRVP.3 "using affirming language." 5.GD.5- differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth." (People male or female.)	WHP, FNP, and SUB	6.GD.3- "masturbation". Not age appropriate. 6.GD.5- "affirming healthcare." Schools should NOT be offering, encouraging, or discussing transitioning or anything related to sex changing. 6.SRH.2- "define vaginal, oral, and anal sex." Absolutely NOT age appropriate. And no one needs to be taught in school oral or anal sex. 7.SRH.2- "oral or anal sex strategies."- NO, no one needs to be taught in 7th grade about oral or anal sex in SCHOOL. 8.HRVP.2, 8.HRVP.3, 8.GD.4- there is no such thing as privilege, positionality (google doesn't even recognize this as a real word) and does not belong in our schools.			I firmly believe that schools need to focus on the basics- health education (first aid, diet and nutrition, basic hygiene.) Gender affirmation, transitions, pronouns, etc do NOT belong in our schools. Keep it basic, none of these extremes. Discussing such things plant seeds in students minds and make them question things they shouldn't be questioning. Puberty is hard enough, let students focus on the basics of EDUCATION - reading, writing, science, history, etc. This "woke" agenda has no place in our schools.
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	None	Cut this program completely	None	Cut this program completely			This is ridiculous and will only further segregate people into separate communities and groups. Children do not need to be learning this at school.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	Nothing. Stop grooming kids	Stop grooming kids	Nothing stop grooming kids	Stop grooming kids	Nothing stop grooming kids	Stop grooming kids	Stop grooming kids
Portland Metro	Other Parent/Guardian/Caregiver	White	No							I was pleasantly surprised at the robustness of the standards and the level of sophistication at each grade level. I wonder about the ability of educators to incorporate all of the standards, especially in k-5. I do not think comprehensive health education is valued and is too often reduced to sex education. I hope this is an opportunity to raise awareness among the public about the important content included in the Health Education standards.
Portland Metro	Other									The public education system should not be teaching kids about several genders nor telling them that climate change is effecting them. Please stick to the basics of teaching students what they will need to be successful in a career. Let the parents teach them about real life situations, values and morals. It is completely inappropriate for adults to be teaching children about how to have sex, and how to have anal and oral sex. The only adults who want to tell children about how to have sex are groomers. This is the definition of sexually grooming children. There can be no valid reason for wanting to teach children as young as 11 (!!!) about ways to have sex. Furthermore, teaching children that they are racist based on their skin color is the definition of racism. The people running the state, and our children's so-called education have absolutely no moral guidance or standing to base their desires for teaching children. To put this in perspective, sincetgis is morally bankrupt and unable to discern what is healthy for children- do you think it would be okay for a neighbor of a child to talk to that child about anal sex? I

Willamette Valley		K-5 Teacher	Prefer not to answer	Prefer not to answer	Hahaha. No strengths in this system.	ODE needs to remove itself from all education. You spread nothing but propaganda for your boss the Democratic Governor of Oregon	None	Answer same as above. Get out of education.	None	Get out of education.	ODE is nothing but propaganda straight from the Democratic Party
Willamette Valley		Community Member	Prefer not to answer	Prefer not to answer	no comment	There is no reason to include gender ideology or any gender teaching whatsoever in any k-5 classroom. These proposals are sickening.	no comment	There is no reason whatsoever to teach anything beyond boys are born boys and grow up to be men, girls are born girls and grow up to be women. They are different.	no comment	see middle school standards	I cannot find the words to tell you how much damage will be done to children under these standards. These standards are demonic.
Willamette Valley		Other retired middle school teacher									It is not appropriate to inflict political and social trends on young minds at school This kind of discussion is only appropriate from parents at home. Education should be about the skills that will further the lives of young people to be productive members of society and the world. Math, Language, Science and any subject matter that can help a student in their life. The political and emotional issues of today are to be discussed in higher education if at all in the classroom environment.
Oregon Coast		Community Member	White	No	None , fundamental education isn't even listed , only indoctrination	Fire the entire board of education and all the public school boards and school administrators across the state as well any teachers who are not willing to merely educate our children with the fundamentals.	None , it is only indoctrination into serfdom	Fire the whole board of education, local school board and school administrators as well all teachers who would indoctrinate our children	None , pure indoctrination and even less education than the first two categories.	Fire the whole school board, all local school boards and school administrators as well all teachers who would indoctrinate our children	You are fired!
Other	Move around a fair bit	6-8 Teacher Community Member Other	White	Yes	K- Good inclusiveness in growth and development, K.GD.4 could be moved to HRVP 1- Love the connection of menstrual products to other students and health as well as the inclusion of gender expectations 2. The emphasis on how differently people mature is great 3: Love the inclusion of climate change 4: Demonstrate ways to treat people with dignity and respect, yes! Love! 5: LOVE the inclusion of vaccines!!!!!! Overall, a really great simplification of the previous version that doesn't lose the core skills and knowledge, very impressive.	K.HRVP.9: told to identify that abuse isn't a child's fault but no standard to define what abuse is There is no K.GD.3 2.HRVP.3: Identify how people may be treated unfairly and unequally because of their gender (or expression). 3: 3.HRVP.3: Discuss the importance of using affirming language (for) protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities. (Affirming language should be used whether or not someone is physically around someone with a protected class identity) 3.SRH.1 Explain that it is natural for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not. (This sentence is confusing, I get what it is going for but "3.SRH.1 Explain that, many but not all people, enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with." may work better? 3.SRH.2 Recognize that there are (a	LOVE THE INCLUSION OF INTERSEX FOLKS AND THE FACT THAT NOT ALL PEOPLE CAN REPRODUCE!!!!!!!!!!!!!!!! Middle school rocks, I think it could use more discussion on consent but really great looking.	6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries. -----> What is the value of this? 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. --- Why is it phrased like this? "Discuss how affirming healthcare is important for everyone, including people of all genders, races, orientations, and abilities. " Why isn't there a define gender identities including cis, trans, non-binary, etc standard? I do not understand the value in not including manual (digital/ using hands) sex. It is the first kind of sex many people will have and can spread STIs?? 2019			Please be affirming to trans and queer students. They are facing such awful attacks, the least Oregon can do is have supportive standards.
Portland Metro		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	None. These do not support health.	I find nothing of redeeming value in these new standards. It promotes a left wing worldview which tramples on both parental and religious rights. Scrap it all and return to fundamentals of good health: nutrition, exercise, healthy family relationships, promoting good mental health.	See above.	See above.	See above.	See above.	These topics are for discussion between parents and children, not public school educators.
Southern Oregon	Southern Oregon	Community Member	White	No							I am NOT in agreement with teaching
Eastern Oregon		Parent/Guardian/Caregiver	White	No	Young children should not be learning about consensual sex, this is grooming behavior.	The sexual health topic needs to be null and void.	Middle school children need to only learn about their body types and things that pertain to menstruation and puberty.	Don't teach things they don't need to know about. They are still children in middle school, stop sexualizing kids.	Learning to not let others bully you is a great thing but the teaching of biological boys having a period is uncalled for.	Let's go back to teaching the basics and let parents teach their children instead of leaving it to "teachers".	I am very shocked and appalled about the things being pushed on our youth. ODE should be ashamed of themselves.
Willamette Valley		Community Member			The main thing I notice is that you seem obsessed with children's genitals and sex.	Welcome to Kindergarten boys and girls. Our job for your next 13 years in school is to provide you with tools to use on your journey to become educated, self reliant, adult men and women. Your family, your place of worship, and your community will also provide important tools for you. This year you will use your mind/brain to learn the alphabet and your numbers, and about your community. Be friendly and be a helpful person. We are all humans and are alike in many ways, but each of us is one-of-a kind. There is no one else exactly like you. You are important. Always do the best you can. Welcome to grades 1-6 boys and girls. These years you will learn to use your mind/brain to learn to read and write and do math problems. These skills are very important on your journey to becoming educated, self reliant adult men and women. Singing, art projects, physical activities that keep your body strong and healthy are very important. Everyone needs a friend-be a friend to someone. Be helpful. Always do the best you can.	The main thing I notice is that you seem obsessed with children's genitals and sex.	Welcome to Middle school boys and girls. Continue to use your brain and develop your reading, writing, and math skills. Learn about the history of our wonderful world. All the changes it has gone through. How men and women lived through those changes. Your body may have started to go through changes, or it soon will. Sometimes life may seem happy and easy, other times sad and difficult. This is all perfectly normal and it happens to everyone as they grow to be adult men and women. Continue to do the best you can. Be a friend. Be helpful.	You seem to be obsessed with children's genitals and sex.	Welcome to high school young ladies and gentlemen. Adulthood is getting closer. It is more important than ever that you study and think about/prepare for the day you will become an educated self reliant man or woman. America, where you will soon become a voting citizen, is not perfect. No country in the history of the world has ever been perfect. Find out for yourself. Continue to develop your thinking skills to look at all sides of issues and decide for yourself. Think about options to explore to find your place in the adult world. Never stop learning. Pass your knowledge on to the next generation so they too can grow to be educated, self reliant, friendly, helpful, adult men and women. Do the best you can.	The roll of the public school is to prepare students for adulthood. Teach them to think for themselves. Give them the tools to be successful, useful, adults. Somehow adults throughout history have successfully figured out how to indulge in sex without a single lesson from anyone. You do not need to fill young minds with SEX, SEX, SEX in every way, shape and form every minute of the day!! Is to
Southern Oregon		Parent/Guardian/Caregiver			Funny you don't ask about it's weaknesses.... O don't think any type of sexual education is appropriate for K - 5. It's grooming behavior and repulsive.	Remove the "Growth and Development" and "Sexual and Reprodutive Health" aspects of a 6 - 10 year ilds education. Absolutely unnecessary and makes me question your motives. We are watching.					

Southern Oregon		Community Member	White	No	I don't notice a lot of strengths. Kids seem depressed and not as happy as they used to be since all the governmental crap regarding covid lockdowns, crt and gender confusion all fomented by wackjob libs on the left. Get back to school with reading writing and arithmetic maybe some history and teaching on our constitution.	Teach our kids something useful, something they can use to be smart productive citizens.	Same as above.	It's time to bring some vocational training back into junior and senior high schools. Not every child is destined to be a computer genius, dentist or doctor. Useful skills are what keep our country running	Same as above	Same as above.	The children belong to their parents, NOT the government. Quit screwing with our kids.
Southern Oregon	OR	Community Member	Central Point	No		The majority of parents do not want this gender confusion as part of the curriculum.					we are part of a local group of over 7K Women and the majority of these women said they will either opt out or pulled their kids from school if this curriculum is adopted.
Portland Metro		Other	Other White	No	The K-5 standards build upon each other well. This version of the standards looks more organized and simplified from the current version. Equity/intersectionality and mental health are much stronger in this version of the standards which is a big strength. Well done!	Maybe add more guidance around which skill districts should focus on per grade.	The middle school standards build upon each other well. This version of the standards looks more organized and simplified. Equity/intersectionality and mental health are much stronger in this version of the standards which is a big strength. Well done!	I would add manual sex into the definition of vaginal, anal, oral sex. I think it would make sense to include sexting and sexually explicit media starting in the 6th grade. Explicitly include mindfulness in the SEM section. Healthy Relationships section. I wonder if this one could be simplified or broken into two sentences. Seems like it's trying to do a lot in one sentence and might confuse folks: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives. Can we make sure that sex trafficking isn't taught in an anti sex worker and fear-mongering way?	This version of the standards looks more organized and simplified from the current version. Equity/intersectionality and mental health are much stronger in this version of the standards which is a big strength. I think it's great that AI is included: Explain the impact media, including sexually explicit media, social media, and AI can have on one's perceptions of, and expectations for, a healthy relationship	Explicitly include mindfulness (including meditation and gratitude practices) in the SEM section. I'd like to see pleasure acknowledged. Maybe in this one? Describe body literacy skills to notice changes, pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.	Well done with this revision. I think it's an improvement from the current version and students/communities will benefit from the implementation of these standards.
Willamette Valley		Community Member			It is absolutely unacceptable to groom and sexualize our children. You have no business doing this anybody that talks to any child that I know of we will personally hold responsible now in lawsuits as well as go after districts. This is not acceptable and it's getting out of hand	Go back to teaching them how to read, write and do math. Stick to education not indoctrination			I've noticed that the standards are getting lower and lower. Most of the people in the school itself do not even know their job which is to graduate kids		
Eastern Oregon		Parent/Guardian/Caregiver	White		I am extremely opposed to schools teaching this to our students. Children are not old or mature enough to process this information. I am horrified that my young grandchildren will be exposed to this. There is no decency in this. I personally feel it puts children in danger of grooming and sexual assault by predators. It creates future rapists, pedophiles, sex trafficking, and sexual deviants. All of this information should be taught by their parents. It is not the job of our state government or teachers to impart this information. Is this course of action agreeable to you for your children or grandchildren? Not okay for mine. Thank you for your time. Valorie Matlack	Leave the telling sexual information to parents to share. School is for Math, Reading, Writing, Physical education, Science, Music etc.	There are no strengths, only the schools stepping over parental boundaries.	Limit sexual information to standards that do not discuss sexual behaviors, sexual methods, exclusion of parent choice of gender ch	There are no strengths, only the schools stepping over parental boundaries.	There are no strengths, only the schools stepping over parental boundaries.	Keep Easter Oregon out of the nee Health Education Stands. The choices being considered are set by the population of Western Oregon due to the higher population base. It does not for the opinions of voters from the East side of Oregon.
Eastern Oregon		Parent/Guardian/Caregiver	White	No	I am extremely opposed to schools teaching this to our students. Children are not old or mature enough to process this information. I am horrified that my young grandchildren will be exposed to this. There is no decency in this. I personaly feel it puts children in danger of grooming and sexual assault by predators. It creates future rapists, pedophiles, sex trafficking, and sexual deviants. All of this information should be taught by their parents. It is not the job of our state government or teachers to impart this information. Is this course of action agreeable to you for your children or grandchildren? Not okay for mine. Thank you for your time. Valorie Matlack	Leave the telling of sexual information to parents to share. School is for Math, Reading, Writing, Physical education, Science, Music etc.	There are no strengths, only the schools stepping over parental boundaries.	Limit sexual information to standards that do not discuss sexual behaviors, sexual methods, exclusion of parent choice of gender ch	There are no strengths, only the schools overstepping parental boundaries.	There are no strengths, only the schools overstepping parental boundaries.	Keep Eastern Oregon out of the new Health Education Standards. The choices being considered are set by the population of Western Oregon due to the higher population base. It does not count for the opinions of voters from the East side of Oregon.
Portland Metro		Parent/Guardian/Caregiver	Other	Prefer not to answer	Teaching the basics of safety, dental health, nutrition are all appropriate at this level.	Too deep in gender studies and sexual health. Because it is a public school with many different values and beliefs regarding this topic, it is better to leave this to parents and caregivers to teach in the home or after school programs.	Teaching the basics of safety, dental health, nutrition are all appropriate at this level.	Teaching anal sex to eleven year-olds might be considered "age-appropriate" by the district's standards, but not by most parent's standards. With these standards there is much focus on teaching information without teaching the risks and consequences of those behaviors. Additionally, and keeping with this example, the full risks of anal sex were not included (histology and nature of anal/rectal tissue that carries additional risks in the setting of sexual activity, intended use for condoms and their failure rates, etc), therefore obfuscating the concept of "medically and scientifically accurate." Many of these topics are deep and better suited to be taught by medical professionals rather than teachers.	Teaching the basics of safety, dental health, nutrition are all appropriate.	As I stated with middle school, many of these topics are deep and better suited to be taught by medical professionals rather than teachers.	Though the standards have much good information they have some requirements that are too deep and do not respect the diverse cultures and population of Oregon.
Central Oregon		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are no strengths with the proposed Standards. There is too much emphasis on sex and gender. Your job is to teach reading, writing, and math.	There should be not sex or gender discussion in k-5 it should be defered to parental decisions. Your proposal is ALL considered inappropate for the ages.	There are no strengths with the proposed Standards. There is too much emphasis on sex and gender. Your job is to teach reading, writing, and math.	6-SRH2; 7-SRH-2: is completely inappropate and should not be taught in publics schools. 8-HRVP-3; 8-HRVP-2-These are totally inappropate and fall under CRT (Critical Race Theory)	There are no strengths with the proposed Standards. There is too much emphasis on sex and gender. Your job is to teach reading, writing, and math.	none	These standards are totally inappropriates. They are too focused on Gender identity, Sexual acts, and Critical Race Theory. As a parent and tax payer I strongly encourage you to reconsider the role of the publice education system. Your role is to teach children Reading, Writing, And Arthmatic (Which Oregon is FAILING at). There is no value added to any child's education by adding these standards. It will only continue to cause division among the students.

Portland Metro	Parent/Guardian/Caregiver	White	Prefer not to answer	Safety and first aid: crossing the street, what to do when you fall on your bike.	Why on earth would a 5 or 6 year old need to know about pads and tampons? Why would they need to know the medical name of their genitals? What are you doing to our children? Let them be children! If a parent wishes to educate their child more on safe touch and where the labia is then they will. I will NOT! My child has a right to be a child and you do not have a right to fill my child with shit they don't need to know until they are older. Leave education be just that. Letters, numbers, learning to read, write and count. That is what a kindergartener needs to learn!	Drug use and misuse. This is very important for me.	Defining sexual and romantic relationships. Why do kids need to define this in middle school? Their hormones are all over the place. One day they may be feeling this way and the next day they may be feeling that way. There is no need to put a label or definition on any of that. And they should not be having any kind of sexual relationships in middle school that's ages 11-14 approximately. Teach abstinence!		Different shapes of vulvas and circumcised penises. Why is this important for a high school student to know? It's not! Climate change and being green. I think needs to be education however, both sides need to be studied. The good and the bad. Electric vehicles might be good in the long run but how are they built? And how much diesel and fossil fuels are used compared to a regular vehicle? Teach the children both sides of the story	I without a doubt believe you will pass whatever standards you please without consult of the people that send their children to school. If you choose to educate on bianary/non bianary/ no sex orientation please include studies on what has happened to the mental health of those people. I have heard so many people regret it in their early to late 20's and don't go back to their assigned gender at birth because they've mutilated their body and made everybody accept them the way they they are. If there are no studies then demand that there are studies on this subject. If you educate sexual relationships and that abortion is okay. Because you are not teaching abstinence. Then show a video of what happens in the body when an abortion is happening. People are okay with abortions
Portland Metro	Parent/Guardian/Caregiver					Most of it is decent.	8.HRVP.2 is a lie and cruel language from the perspective of anyone who has been a victim of violence. People who hurt others or steal aren't doing it bc they are "underprivileged" they are choosing to do harm 100% of the time. 8.HRVP.3 gender identity is a regressive and false belief. It invalidates sex based rights and these standards are out of line with the rest of the world on this issue. I get that people have these beliefs and they attend school and should not be teased but do not say that everyone has a gender identity bc that is a lie and make sure to say that people have a right to not believe in gender identity and no child should be pressured to place themselves inside this belief system.			
Portland Metro	Parent/Guardian/Caregiver	Black/African American	Prefer not to answer		There are only TWO genders STOP oversexualazing children & making them affirm your delusions		There are only TWO genders STOP oversexualazing children & making them affirm your delusions		There are only TWO genders STOP oversexualazing children & making them affirm your delusions	There are only TWO genders STOP oversexualazing children & making them affirm your delusions
Southern Oregon	Community Member	White	No		K.HRVP.3 Recognize that there are many ways to express gender. - THIS SHOULD NOT BE TAUGHT IN OUR SCHOOLS, Most certainly not in Kindergarten and grade schools. An agenda is being pushed on our children.					
Willamette Valley	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	Honestly not much when reading the draft, it's pretty disturbing how very little is "health" related for a K-5 audience	I think it is out of line and frankly disgusting that in every grade it is outlined talking about loving and accepting all genders, identity, and sexual orientations. First off my young child should never be spoken to by anyone other than her parents a nut sexual orientation. She shouldn't even know what that means for goodness sake. Our children shouldn't be forced to accept "all identities" when we have children pretending to be "furry" animals and are crawling down the halls thinking they're cats. This is wrong and will NEVER be something my child should be told is acceptable. School is for teaching reading, writing, math, etc at elementary age. Not what body parts children think they have and definitely not subjected to feminine hygiene products in the BOY bathroom, because in all the world there hasn't EVER been a boy to menstruate. Let along a elementary aged boy. This gender crap has gone way to far. I will be unenrolling my child from public school if things don't start changing in the right direction					It's horrible. Let's get back to actual health that matters to our children. How to fuel our bodies with proper nutrition. Healthy exercising. Things that actually will better our children's lives.
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Teaching about bullying Ans boundaries are great actually but let's stick to the basics like respect for others. Children don't need to be taught About genders identity and all of that. That is the parents job not the schools. Again stick to the basics of 4th grade girls learning about menstruation and the very basic sex Ed class and hygiene in 6th grade for both boys and girls and then full on health class as a freshman in HS. My kindergartner-3rd grader definitely don't need to know about any of these things. Kids are very vulnerable at this age and can be swayed. There is no need for all the grooming of the children in sex related matters.		Again keep it basic. There is no need to go into all the lgbtq+ whatever the acronym is. School is Not the place to teach it.			I'm not impressed with how over the line the state is with trying to shove all this down the kids throat. They are kids. Let them be little, let them be innocent, they grow up too fast as it is.
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No No	Nothing	Disband public schools	Nothing	Let parents choose curriculum	Nothing	Public schools are a slush fund	Public schools are lefts indoctrination camps for children

Willamette Valley		Community Member Parent/Guardian/Caregiver School Volunteer	White	No		All the below line items need to be addressed in high school, not in grade school or middle school. Let children remain children and do not plant sexual information in their heads when they are not capable of understanding it. 1.GD.2, 1.GD.3, 3.GD.2, 3.GD.4, 4.GD.2, 4.SRH.1, 5.GD.5, 5.GD.6, 5.SRH.1, 5.SRH.2, 5.SRH.3, 6.HD.3, 6.GD.5, 6.GD.6, 6.SRH.2, 6.SRH.3, 6.SRH.5, 6.SRH.7, 6.SRH.8, 6.SRH.10, 7.GD.3, 7.GD.4, 7.SRH.2, 8.SRH.5, HS.SRH.8		All the below line items need to be addressed in high school, not in grade school or middle school. Let children remain children and do not plant sexual information in their heads when they are not capable of understanding it. 1.GD.2, 1.GD.3, 3.GD.2, 3.GD.4, 4.GD.2, 4.SRH.1, 5.GD.5, 5.GD.6, 5.SRH.1, 5.SRH.2, 5.SRH.3, 6.HD.3, 6.GD.5, 6.GD.6, 6.SRH.2, 6.SRH.3, 6.SRH.5, 6.SRH.7, 6.SRH.8, 6.SRH.10, 7.GD.3, 7.GD.4, 7.SRH.2, 8.SRH.5, HS.SRH.8		All the below line items need to be addressed in high school, not in grade school or middle school. Let children remain children and do not plant sexual information in their heads when they are not capable of understanding it. 1.GD.2, 1.GD.3, 3.GD.2, 3.GD.4, 4.GD.2, 4.SRH.1, 5.GD.5, 5.GD.6, 5.SRH.1, 5.SRH.2, 5.SRH.3, 6.HD.3, 6.GD.5, 6.GD.6, 6.SRH.2, 6.SRH.3, 6.SRH.5, 6.SRH.7, 6.SRH.8, 6.SRH.10, 7.GD.3, 7.GD.4, 7.SRH.2, 8.SRH.5, HS.SRH.8	All the below line items need to be addressed in high school, not in grade school or middle school. Let children remain children and do not plant sexual information in their heads when they are not capable of understanding it. 1.GD.2, 1.GD.3, 3.GD.2, 3.GD.4, 4.GD.2, 4.SRH.1, 5.GD.5, 5.GD.6, 5.SRH.1, 5.SRH.2, 5.SRH.3, 6.HD.3, 6.GD.5, 6.GD.6, 6.SRH.2, 6.SRH.3, 6.SRH.5, 6.SRH.7, 6.SRH.8, 6.SRH.10, 7.GD.3, 7.GD.4, 7.SRH.2, 8.SRH.5, HS.SRH.8
Eastern Oregon		K-12 Student Parent/Guardian/Caregiver	Multi-racial		I think they are good	I think there should be more sports involving homeschool	I think it is great. I think it is important to educate our children about their body and how essential it is to take good care of it	None at this time	I think it is very informative.	None at this time	None
Eastern Oregon		Parent/Guardian/Caregiver			This is perverted. It's a strength to groom children. How did Oregon get so far away from academics?	This is perverted. Oregon needs to stick to the basics. Reading, writing, math, social studies, science, history, and civics. Then if you can make room for home economics, shop, finance, and life skills.	Perverted. Get this garbage out of our schools	Go back to basics. Teach our children academics and life skills! Thats what they need. They don't need to be taught about perverted sex!	No strengths here either. Oregon feels the need to pervert our children?	Take this garbage out of our Oregon schools! Teach our children actual academics!	It seems like whoever created this perverted rubric are trying to teach our children to be degenerates! It makes me sick!
					Standard hv gotten so low that it would be an insulti to call them standard at all.	Keep our children innocent and quit grooming them for the pedophilea. You all will hv a big reckoning when Jesus comes for not protecting God's children. It would be better for a millstone to be hung about your neck than to hurt these little ones.		Same as above		Teach the children a trade	
Willamette Valley		Parent/Guardian/Caregiver	White	No	I don't see any strengths. Very liberal.	Stop forcing liberal agenda onto minors, into schools and trying to decide how children "should" think. That's not up to the school to decide.	Read all the above	Read all the above	Read all the above	Read all the above.	Stop pushing the liberal agenda!
Central Oregon	OR	Parent/Guardian/Caregiver	White	Prefer not to answer	Environmental knowledge is great.	Don't start this at such a young age. Sexual content is being introduced into curriculum in kindergarten?! That is absolutely ridiculous and inappropriate. Let our child be young. The is more mature content in the fist 3 years of school than the higher grades. Reproductive health should not be taught until children are old enough to comprehend and understand fully. From kindergarten to 3rd and even 4th grade kids are just wanting to play and learn about the world around them. Don't make them grow up faster than they need to be.		Start teaching them real world things like working. How to grow things. They should start basic knowledge of how to survive at least.	There is very good curriculum base in high school.	There needs to be more classes on how to do taxes or how to vote. How to manage money and how to keep a good budget.	I think what is being taught in school is completely off from what kids should be learning.
Willamette Valley		Parent/Guardian/Caregiver	White	Prefer not to answer	We're teaching anatomy, so therefore it some science.	It does not feel age appropriate. It does not feel like we're teaching fax instead more or less feelings. This curriculum feels like we're teaching a agenda. This curriculum feels like we are crossing boundaries of parents by teaching things that parents would normally teach.	I don't think there's strengths. They're being taught by Planned Parenthood.	I think a caring teacher would be appropriate to teach the standards for the middle school. I think it needs to be based upon facts of anatomy.	It is Inappropriate. It feels like it's teaching feelings and an agenda. Strengths would be teaching science in facts.	Please teach facts and science.	I feel like this curriculum is completely inappropriate. Feel like it crosses mini boundaries between the parent child relationship.
Southern Oregon		Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	I like that there is a focus on promoting family unity, personal health and how to take care of yourself through proper nutrition and exercise.	As a parent and guardian of young children. It is the role of a parent to give sex information to young minors. In K.GD.1 "names for body parts, including the genitals." I have no problems with my children learning this information, but it should be left to the parents of young kids to teach this information. There are lots of topics children can learn about the human body but private parts don't need to be included.					
Willamette Valley		Community-based or Non-Profit Organization Employee	White	No	These standards offer an opportunity to shift cycles of violence and help prevent youth experiencing abuse and violence both now and in the future. Topics around knowledge of their body parts reduces shame and stigma that people who harm youth rely on to keep victims silent. Normalizing that all aspects of ones body is good and that each youth has the right to their own body and boundaries/safety including physical, emotional, and mental. The messages to youth who have already lived through violence and abuse that what happened to them is not their fault and that there are trusted adults around them who will believe them and are there for them when they feel safe and ready to let someone know what happened and that they have the right to safety. This information is age appropriate and the many ways it can be framed are strengths based and not fear or shame based. The standards also work upstream to prevent violence by focusing on perpetration prevention. We know that when youth are well versed in consent in everyday actions, healthy relationships, and valuing others for all their varied identities, rates of violence fall. Understanding gender identity and orientation is key to reducing high rates of isolation and violence LGBTQIA+ youth experience. This understanding can lower rates of suicide, bullying, and other forms of harm. Every body is different and valuing who others are is necessary. Many data show the rates of violence or normalized oppression youth experience either at home or in society. They are constantly taking in information and then passing on that information to		Sexual and Reproductive health sections are key for sexual violence prevention. Providing accurate information at a time when so many youth are receiving misinformation will go a long ways in supporting healthy relationships. GD and HRVP and WHP also are so needed to prevent violence that is impacting BIPOC and LGBTQ+IA at higher rates. As a result of this information, youth of other identities will also experience less violence. Again this is all age appropriate and can be done in ways that is not over sensationalized or fear/shame based.		High marks for all categories again, especially SEM, HRVP, WHP, GD, and SRH. Age appropriate and like the other grades, youth are already talking about these topics and often with a lot of harmful norms that go on to perpetuate violence. Providing factual information that is relevant, respects shared values that do not further harm, and getting to the root causes of violence is taking action against cycles of violence and abuse people have experienced in this country since it began. These standards help youth at all ages understand that they play a role in healthy communities where all people and their bodies are safe and free from harm by others.		Living the majority of my life in a rural community and being out of highschool almost 15 years later, there are so many lessons I wished my peers and I had learned early on compared to the experienced and perpetrated amounts of sexual/physical violence and suicide that my peers and I have experienced. Talking with peers who grew up in Urban areas, this information was also lacking for them in school. While there is a lot of misinformation and politicizing of sexual health education, SEL, healthy relationships and more, the youth in our schools now and in the future (especially those experiencing the highest rates of violence) need us in our many roles to move against any discomfort or hatred and provide voice in the affirmation that they have the right to health, safety, wellness, and a life of
					It encourages families to homeschool or attend private schools.	Keep the inappropriate sexual identity or orientation out of schools! Especially elementary schools. Period!		Suggestion: throw it out and focus on quality education not deviant sexuality		Same as above	Totally inappropriate for schools

Central Oregon	Community Member	Prefer not to answer	No	Pure foolishness	Teach reading, writing and arithmetic. Teach kids English and history. Leave the teaching of personal responsibility and values to the parents.	Pure foolishness	Do not teach kids that they have to follow the foolishness of the minority of confused people who don't recognize there are only two genders. Teach them how to think for themselves in regard to scholastic achievements.Leave the teaching of personal responsibility and values to the parents.	Pure foolishness.	Teach the kids scholastic skills that will be of value to them in their careers and community endeavors. Quit trying to cram your DEI foolishness down the throats of our kids.	The foolishness of the DEI 'education' is pure indoctrination by a radical education system that has lost touch with their original purpose, to EDUCATE the kids in basic scholarship. I am totally against this entire proposal. We are seeing the dumbing down of all our students to accommodate a minority of confused people and liberal minded, college educated fools. The idea that some people are either privileged or oppressed based on their skin color is racism at its worst and our Oregon education system is pushing a racist agenda with these policies. I am totally opposed to this entire foolish policy proposal. Please do not incorporate this foolishness into our education system.
Willamette Valley	Community Member			K- area of safety is appropriate to age	K-5 HRVP and GD are not age appropriate. This is telling a child what to believe. This curriculum goes against many families beliefs. There is no reason a child in K needs to know the name of genital parts at this age. This is the time of life they need to learn how to get along and show respect for others. In first grade there is no need to talk about GD 2, 3 and 4. HRVP 4 and 5 in first grade is not at their age level. This is brain washing our kids. The focus in grade school should be on nutrition, proper sleep and activity. Research repeatedly supports this helps children's body including their brains to develop properly. I continue to see more depressed and suicidal kids as you "educate" kids in this fashion.	WHP-3 is very good to teach. How a person cares for his teeth will affect his or her health in the future.	6HPRV-1 If a person does not agree with a particular lifestyle, it is ludicrous to affirm it. It is, however, appropriate to respect another person even if you don't agree with a lifestyle. 6 GD 5 and 6 - Is completely inappropriate and needs to be removed.			Nutrition needs to be a priority as well as respect for others. The teaching regarding LGBTQ should not be addressed until high school. If a child is taught to respect another person, they will act appropriately to all people.
Eastern Oregon	Community Member	White	No		Kindergarten should have instruction on fire safety i.e. what to do in case of a fire in the home. Teach safety during electrical storms Do not agree with teaching any other gender other than male and female. Kindergarten: Delete K.HRVP.3 Kindergarten: Delete Recognize that personal boundaries differ in different kinds of relationships for different people (K.HRVP.4) K.GD.4 Revise to say, there are different types of families. Mother/Father, Mother, Father. Keep it very simple. 1-WHP .3: Add at least 10 hours of sleep, and Healthy food 1-WHP.3 Delete !-HRVP.7 Delete (Only trusted adults and Doctors/Nurses (health care professional Delete 1GD2 and 1GD3 Delete the word "attraction" in 1 HRVP.4 2-FNP.4 Spend time on "the Why we limit sugar consumption." Delete any lessons on sexual intercourse at Grade 3 4 HRVP: Edit it to only include, "Demonstrate all ways to treat all people with dignity and respect." There should be talk of examples of what is a healthy hug, touch. Also, what children should do if feeling it isn't. No consensual kissing should even be					I just received this survey this evening (September 1st.). I have worked on it for two hours I only got through 6th grade. I am sending it in without completing it. I cannot support any liberal curriculum.
Eastern Oregon	Community Member			They are age appropriate and exposure is appropriately incremental.		Information was added as students matured and were ready for more information.		I appreciated the continued recommendation for students to reach out to trusted adults.		
Eastern Oregon	Community Member	Prefer not to answer	Prefer not to answer	Scrap it.	Encourage K kids to keep themselves clean, to respect each other's space and pick up from themselves. Instruct teachers how to recognize children with any visual and physical impairments.	Scrap it.	Make pubescent middle schoolers move. Encourage team activities. Teach etiquette by way of courses in geography and world cultures. Introduce homework assignments for reading, math and general science and animal biology.	Scrap it	Teach human anatomy, rudimentary physiology and basic first aid. Teach mathematics as related to basic building skills, the principles of electricity, growing financial wealth and all things in physics.Teach Male/Female interactive etiquette through cultural dances and perhaps special dining activities with parents, guardians and guests in attendance.	Teach that in biology that humans like all mammals have but two genders.These are male, XY and female , XX. Beginning at Kindergarten teach children to use courtesy amongst themselves and their elders to include their parents. Teach children to recognize when they could be in danger. Teach children that it is alright to shout for help and run away to seek safety if they perceive danger. Teach children how to politely walk away from others trying to tell them who they are. Offer classes and literature for parents on how to present human sexuality and responsible birth control. Teach children their parents/family are their guardians. Scrap any standards centering on human sexual proclivities. "Hey teacher! Leave our kids alone." Stick to teaching to end illiteracy and poor math skills. Teach
Southern Oregon	Community Member	White		It takes the mask off of the deviancy of the Oregon Department of Education.	It is not the place of a school to educate kids on anything about sex. That is ONLY the parents responsibility.		Read comment under K-5			

Willamette Valley		Community Member	Prefer not to answer	Yes							Replace K.HRVP.3 with "the many ways of behaving kindly." Stop indoctrinating children with multiple, divisive labels & coercing them to doubt their lives. K.HRVP.3 violates K.HRVP.2
Portland Metro		Parent/Guardian/Caregiver		Prefer not to answer	I strongly support the educational focus on Erin's law, safety and protection, anti bullying and consent as well as enhanced knowledge of the body parts and a general awareness of alternate gender expressions	The lessons are too advanced for this age category as far as they relate to gender expressions. Kids are not provided with sufficient details to understand that having characteristics of a gender do not necessarily mean that you need to consider alternate gender expressions at a young age. Multiple kids are coming home with thr idea that since they prefer kids of the opposite gender than they may need a label. The gender expression curriculum is forcing labels before they may be indicated. I also strongly disagree with menstrual products in both bathrooms at this age. It is bringing a situation to the forefront that elementary boys are too immature to manage responsibly. Our kids are no longer allowed to be free to be kids at this age.	I again love the focus on Erin's law, depression and anxiety, anti bullying and racism focus.	Lessons surrounding gender stereotypes have been damaging as students are allowed to express gender stereotypes that they are aware of. My daughter had to sit in class hearing how girls are . . . . The focus needs to be on being okay with who you are amd not how you may not belong to a certain gender. The focus with the gender expressions has shifted to focus on gender fluidity and how you don't have to decide. Kids are choosing day to day a different name,gender etc. This focus is minimizing those who are actually trying to alter their biological gender. We are also creating an environment where you get preferential treatment for being part of the LGBTQ2SIA + population. Kids are feeling shame for being straight and white. The curriculum needs to be focused less on labels and more on kindness, bullying and acceptance of ALL.			Please adjust the curriculum to be less focused on labels and fluidity. It is making it more challenging for those who are actually part of this population making it something that can be used for attention.
Portland Metro		Parent/Guardian/Caregiver	Prefer not to answer	No	The standards for Safety & First Aid and some of the Nutrition standards are good and appropriate for this age.	5th graders are 10 years old. They do not need to recognize norms and laws around gender and sexual orientation OR identify differences in gender identity and sex assigned at birth. It's bizarre that there are adults who want other adults to discuss these things with 10-year-olds who they are not parenting.	The Safety & First Aid and Substance Abuse standards are appropriate.	My daughter will be in 6th grade next year. She will be 11. An adult who is not her parent does not need to have her define vaginal, oral and anal sex. My 11-year-old also does not need to be told about abortion or emergency contraception. She is a literal child. The 7th & 8th grade standards are also not appropriate developmentally.	The First Aid & Safety and Substance Abuse standards are appropriate and necessary.	"Reproductive justice" Is that a real, globally recognized term? I am a high school teacher with a masters' degree and 13 years teaching experience, and I've never heard of it. There are so many more relevant standards that should be the focus.	If an adult outside of a school (other than myself or my husband) used the language in these stances with my children, I and many others would accuse them of sexually grooming my children and I would warn others about them. So why would I allow this to happen in the walls of the school? Instructional hours are limited to begin with and our children are behind due to this state keeping kids out of school for over a year due to Covid. So instead of "teaching" these inappropriate standards, spend time on more important subjects.
Other	I dont want to be classified based on the bias of my region.	Other	Prefer not to answer	No	Strengths? I just looked at the curiculum and teaching gender and sexual identities to children? When did this become the role of the school. Those issues should be for the parents to discuss not the school. No wonder more and more families are choosing to homeschool. Kids are not allowed to be kids anymore. Adult agendas are being dumped on kids that are not emotionaly mature enough to understand the concepts.	Teach reaading, writing, and math and get rid of this garbage.	Nothing. I know a child who comes home confused and upset after attending classes based on emotions/bullying/ etc.	Leave this stuff to families to teach their children. All children mature at a different rate. Stop trying to streamline every ones development and exposure to knowledge at the same time. This is discrimination and NOT EQUITY.	Nothing just confuses kids and creates social contagion which prmotes anxiety and poor mental health.	Eliminate all the gender identity promotion. Stop confusing kids. If you are an adult be secure enough in who you want to be and not project your insecurity onto others. And they and them are plural promouns not singular ones and you can't just decide to change the rules to fit your agenda.	Health Education is not about promoting an agenda that were once classified as mental illness. Stop using kids to try and gain support for adult choices.
Willamette Valley		Other	Prefer not to answer	Prefer not to answer	Information about consent.	BSD's K-5 Standards contain sexualizing content. How are 6-7 year olds supposed to know about "how people with different gender identities are expected to act"? That presupposes that young students will be educated on what each identity means. Children's minds and bodies are developing and this may be confusing to a young mind. They will learn to look at people through a sexual lens/behaviors/identity lense rather than people with a unique gift to bring to the world. At that age, children should not be categorizing their classmates, teachers and adults based on sexual identities and external attributes. Remove anything related to sex, gender ideology, racial ideology, politics and religion. This includes, but limited to, 1.HRVP.4, 1.GD.2, 1.GD.3, 2.HRVP.3, 3.HRVP.3, 3.GD.1, 3.GD.2, 3.SRH.2, 4.HRVP.3, 4.HRVP.4, 4.GD.2, 4.GD.3, 5.HRVP.1, 5.HRVP.4, 5.GD.1, 5.GD.4, 5.GD.6, etc.	The Middle School Standards seem to deviate from the strong emphasis on controversial subjects such as gender and racial ideology found in the K-5 Standards.	BSD's K-6 Standards mandate that children aged 11-12 (6th Grade) learn about various types of sexual intercourse such as vaginal, oral, and anal sex as well as gender identity, raising issues about appropriateness and potential legal implications. Also, regarding "7.SRH.10 Also, what does racism have to do with sexual and reproductive health?			
Eastern Oregon		Other				Topics of gender are not appropriate for many in this range. Where do parents get say in what is taught in regards to gender and sexuality.					Why is there such an emphasis on sexuality for all grades… especially grade school? As a parent I truly believe that is no appropriate to push political agenda items and issues on children. Religion is a taboo topic but you propose to tell 5 year old children they can choose their gender and introduce sexuality. It is absolutely evil and wrong. Check the real motives behind these actions. Are they for good or to further the division between parents and schools? These issues and topics may be prevalent in the west side bigger schools, but they do not hold the same relevance in small rural areas. How do parents push back and raise their children with the beliefs they deem important? I am the the judge of what people believe or do in their lives. I am simply tired of having to accept the practices and

Willamette Valley	K-5 Teacher	Hispanic/Latino(a)(x)(e)	Prefer not to answer		I have worked as a teacher for my entire adult life. I have taught everything from wilderness survival, to physics for elementary school kids. The thing that drove me to become a teacher and kept me doing it for so long, is now crumbling before my eyes. Education is supposed to be about knowledge transfer. As educators it is our ethical obligation to teach through pragmatic approaches, and prepare our students for the realities of life with facts and logic. At the forefront of this obligation is how we approach teaching the most impressionable of our students, that being children. When our students believe that a magical person, being carried through the sky by flying reindeer goes down their chimney and delivers presents to them on Christmas Eve - we have to take their tenuous grasp of reality into consideration. Our job isn't to take advantage of that innocence and pass along our ideology or moral values. We are not their parents, we are their teachers. Our job is to teach them truths about the world they live in so they can be prepared for reality.		Protect girls private spaces.		Protect girls private spaces.	The same reason we collectively decided not to force kids to do the pledge of allegiance, is the same reason we should not be teaching gender identity to children of any age. School is not a place to teach ideology, it is a place to teach facts and logic.
Eastern Oregon	Parent/Guardian/Caregiver	White	No	We are glad to see that the education system is teaching healthy eating habits, hygiene being good and safe ways to be healthy in general.	We are sad to see that in sex education there is gender decision making that is possibly being taught. We feel that it should be up to the parents to have that sexuality talk with the children at this age than the school. Old school teaching that is given to 4th grade about what their bodies go through for natural changes was brought up and taught to my kids in a very appropriate way and I believe it should stay that way. Sexuality and gender questions should always be addressed with parents at a more appropriate age than what has been proposed. It should never be addressed with elementary teachers in school. I believe the teachers shouldn't be expected to explain those things to a classroom full of children, it's an uncomfortable and unprofessional conversation to have and that should not be addressed with someone they only see at school. My children will be pulled from public school if this is brought up in class and not let to be a discussion with their parents, end of story.					I believe that this whole gender identity discussion should not be brought up in school, it should be a private discussion at home and there should not be a push on these kids to have to choose between the two genders. Alot of parents will be pulling their children from public school if this continues on.
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	Fully agree that social media as a mental health issue should be presented early on.	Expand on the importance of physical activity for a healthy mind and body. It is unclear why gender identity and sexual/romantic orientation are consistently focused on. Treat everyone with respect no matter what they look/act like and the rest of the conversation should take place at home, not in the school system.	The mental and physical impacts of unhealth eating practices is very important at this age going forward.	Sexual discussions beyond anatomy should have the option to opt out at school, much of the GD sections cross boundaries that are not the place of the school system but should be discussed at home. How is it okay to introduce "safer sex strategies" to a seventh grader? Much of the middle school SRH sections seem inappropriate for the age of these children.	Social media is mentioned multiple times and should be a focus on mental health issues.	Why is fentanyl mentioned just once in the High School standards section? It's also only mentioned related to OTC and prescription medications when this drug is overflowing in communities with all types of different substances. Why are methamphetamines not included at all?	Parents need to be fully aware of what is being taught to their children and should have the option to opt their children out, especially when it comes to sexuality and gender discussions.
Southern Oregon	Community Member	Black/African American White	No		Remove any talk of sexuality		Far too much detail on sexuality for this age group!			De-sexualize them.
Willamette Valley	Parent/Guardian/Caregiver	White	No		Take out the gender education! Focus on the basics and leave gender identification to home education. It is confusing to kids and for the large majority it does not pertain to it creates social anxiety. Stick to strong core academics.		Lack of authority able to take place because everyone is afraid to discipline anymore. It's crazy I have a 6 th grader and I had to make sure she knows what drugs are because I want her to avoid them in middle School.			Require the science of reading in all schools. Ban fountas and pinnell. It's been a huge problem for too many families.
Eastern Oregon	Community Member Parent/Guardian/Caregiver			General mental/health body self care awarness is good. We need to make a good case for abstinence and it show up in 5th grade which is good (5.SRH.3)	I have read the report line by line. While many aspects are strong, much that is not age appropriate including Kindergarterners learning the medically accuratel names of gentallia which is extreme. Everything grade 3 and down in the Growth & Development area that focuses on sexuality/gentailia is grossly inappropriate, with the exception of understanding personal boundaries. Not sure why 1st graders need full expanaltion regarding the use of tampons and pads. That is not necessary in 1st game The problem is that any time spent on this takes time away from Math/reading. We are doing so poorly as a state in these areas that it doesn't make sense that we would use even 2 hours on any of these sexually focused subjects. It seems like an effort to indoctrinate and sexuallize these kids unnecessarily.	General mental/health body self care awarness is good. Focusing on SUB/FNP/SEM is great. HRVP is a strong element	GD/SRH....again...seem to be overally sexualizing 6.GD.4 = this is the age appropriate time to be discussing this subject..not first grade 7.SRH.2 = Safer Strategies????? are we trying to help here or encourage these behavirors 7.SRH.8 & 8.SRH.5 =This is over the top....Dental Dam Proper use??? Dentals Dams show up 3 times in the standards....Why the fixation?	I like SFA, SUB, FNP, SEM. GD seems to be age appropriate.	Why are we instructing Advocacy for these topics? Critical thinking skills need to be the primary concern versus trying to advocate your will on others. in WHP....the Advocacy is apparent and extreme. A strong case needs to be made for abstinence. Yes I get that it won't stop some people but it may make a few peoples step back and consider that they have the ability to control their life...Sex is not a must Do.	the thing that concerns me the most is that if you adobt these, they are open to intrepretation by the instructional person. That is a Pandora's box to open and you may actually find you are traumatizing students, versus "educating them". One only need to look at how PPS has used these "guidelines". In the wrong hands, the sex ed area could be the tool used by some to victimize others.
Eastern Oregon	Parent/Guardian/Caregiver	White	No	Very little. The focus should be on learning biological names for body parts, physical health via exercises and nutrition.	Children under 10-11 years old do not need to be learning or subject to influences to think they are or could be something they are not. Their minds are not developed enough to process information about changing gender or what all of this means. They need to be allowed to be kids and enjoy their childhood without all these added burdens. Health at these ages needs to be focused on eating healthy, exercise and physical safety. No child should be subjected to any of this. It is simply grooming them for future abuse.	Not a lot. Focus should be on growth and development of children based on their gender, male or female using biology.	Middle school should be focused on physical health via nutrition and exercise. These ages can start to talk about physical changes that happen to boys and girls as they grow and hit puberty. Children need to be protected and know they have a safe place to tell adults of problems or harm they may have encountered. They need to know how to recognize dangerous situations where harm could come to them and how to avoid them. Kids need to know where and how to get help when needed. Puberty is a hard and confusing time where kids need grounded adults to guide them through. They are not mentally mature to make any life altering decisions at these ages.	Not much.	Once again HS kids need to know what it means to be healthy physically, via exercise and nutrition. They should be taught what is best for their bodies, which is generally abstaining from many things like drugs, alcohol and sex, to name a few. I know for decades the sex Ed has taught safe sex but we have gone way to far and lost so much in doing so. They need to be taught there are consequences for their actions, and they are not always good and can have life long effects that are often negative and damaging. We are too concerned about making everyone happy instead of teaching how to live a healthy life.	The rates of suicide and depression are at an all time high. It's very alarming. We are not doing our children any favors telling them they can be whatever they want or feel instead of teaching them what is real and scientific. It is devastating our children and our country.

Portland Metro		Community Member District Administrator			None ... what on earth does this have to do with public education?	Drop this gender nonsense and teach children what they're supposed to learn. Things like math, reading, writing, real science.	None		None			Forget this nonsense. The kids are behind in general studies already because of covid practices, get back to teaching the basics and let parents deal with the other stuff. It's none of your business, frankly.
Central Oregon		Parent/Guardian/Caregiver			Adults looking to confuse and sexualize children belong in prison. This is child abuse.	The children under your care cannot even read, write or do math at grade level. You've destroyed education.						
Southern Oregon		Community Member			n/a	4th grade, 4.SRH.1 verbiage "including consensual kissing, hugging, and touching" is inappropriate and should be deleted.	n/a	6.GD.3 verbiage "masturbation" is inappropriate and should be deleted.				D.I.E standards as written should be deleted from all ODE guidelines.
Eastern Oregon		Parent/Guardian/Caregiver			I guess that you don't require actual trans people and pedophiles teach this yet.	I have an idea. How about teach kids how to read and the alphabet before we brain wash them with your agenda. If they need to know what a "vulva" is at age 5, their parents can decide that. Second, why are we putting an emphasis on "ways to express gender?" what does this even mean? Ali it does is further cause stereotyping that innocent kids have no idea about. It causes them to apply labels to certain behaviors based on gender when really they should just be free to express themselves as humans. Learning kindness, respect and love toward all people - not because they check a certain box or have a particular label. All of the material presented here is too political, ideological and not age appropriate. Topics discussed are not within age appropriate limits for example, a 7-year-old will discuss "how people may be treated unfairly and unequally because of their gender" and 9-10 year-olds how to "include consensual kissing, hugging and touching." What kind of twisted sex-addicted perverts are you? this is absurd.	nothing. i find nothing okay with this.	Honestly I don't even know where to being here. This information presented is so over the top not age appropriate I would have to object to 6.GD.5, 6.GD.6, 6.GD.7, I mean whether to engage sexually and what emergency contraceptives are? These kids can barely shower and put deodorant on! 7.SRH.10 - discrimination and racism impact sexual and reproductive health - are there different laws for different races? I think not. Everyone has the same access so stop playing all your political games. 8.GD.3 - Yes lets all talk about how to use proper pronouns now at 13 because we can no longer pass standardized tests lets talk about what doesn't even matter. 8.GD.3 oh and while we're at it. lets discuss this terrible piece of legislation that never should have passed in the first place, that costs the states millions of dollars and will still cost as we're pulling pads out of the plumbing of boy's bathrooms.	At least now maybe they're mature enough they won't be traumatized.	By now they're already brainwashed to the terminology regarding "consent" and gender issues so all you have to do is repeat and reinforce.	I strongly object that this information is in compliance of ORS-336.455 in the fact that it is not age appropriate.
Eastern Oregon		Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	It is important for children to understand who safe adults are that they can talk to. Most importantly encouraging conversations with their parents.	The topic of sex should not be discussed at all. A teacher or mentor has no place discussing sexual behavior with such young children who are not their own.		Middle school students do not need the various types of services described to them in detail. That is complex inappropriate for this age group.	Kids need to know how they are going to be kept safe and not forced to adhere to government mandated religion.	The sexual education plan is completely inappropriate and crosses the line as to what schools should be teaching kids.		The involvement of the the school in sexual education has crossed the line.
Oregon Coast		K-5 Teacher	Hispanic/Latino(a)(x)(e)	No	Too many standards.get back to basic	There is no way a teacher has times to teach all these standards when you have only 30 minutes to teach science, social studies, art, and health. Teachers will have to pick and choose what they want to teach.		Take out the sex change information. Most middle school children are just trying to figure themselves out and they will regret it later.		Are you really expecting teachers to teach these standards? Especially if we don't believe in them.		I will pull my children out of public schools if these standards are taught.
Eastern Oregon		Parent/Guardian/Caregiver	White	No								The ODE has gone too far in sexualizing our children. There is absolutely no reason why adults should be forcing these sexual conversations on children.
Eastern Oregon		6-8 Teacher 9-12 Teacher	White	No	IDK any standards	Perhaps make them known.	IDK	Perhaps make them known.	IDK	Perhaps make them known.		Are there standards?
Portland Metro	Beaverton schools	Parent/Guardian/Caregiver	White		None	They are overreaching, introducing and interfering with family values.	None	They are overreaching, interfering, and introducing topics that should not be introduced.	None	Stop overreaching, introducing and interfering with families what their values snd thoughts are.		Really tired of schools, encroaching and interfering with families views on health education. A lot of the material is damaging to children and should not be introduced in a public setting like education.
Eastern Oregon		Parent/Guardian/Caregiver	Asian Hispanic/Latino(a)(x)(e)	Prefer not to answer					Not pleased so far	Maybe care more and take consideration of the children's diagnosis		Offer more counseling options for those who need it!
	OR	Community Member	White	No	The school needs to butt out and leave this discussion for the parents.	Elementary school children do not need to discuss sexuality. This is insane.	They are fine. Again, the school and state needs to stay in their lane.	Leave the discussion to parents like it's supposed to be.	Too much is discussed at school and not in the home.	Teachers need to teach the basics and not push their agenda on innocent children.		I'm pulling lily kids from public school. Private schools and homeschooling.
Eastern Oregon		Community Member			Teaching hygiene what to do when bullied healthy eating habits positive character traits	Not teaching items that parents should be teaching example what your identity is what makes a family etc.	Teaching healthy eating, good hygiene, positive character traits, how to handle bullies, drug awareness	Parents should be responsible for teaching about sexual orientation gender identity how one's body changes not teaching that things happen because of white privilege	Teaching about infectious diseases & drugs	Over stepping parents in providing for things without their knowledge in regard to sexuality, reproductive prenatal care etc		Too many things are listed taking away from parent's responsibilities
Eastern Oregon		6-8 Teacher Community Member Community-based or Non-Profit Organization Employee K-5 Teacher Parent/Guardian/Caregiver	Prefer not to answer	No	None. This is offensive on nearly every level and highly inappropriate to be teaching children, particularly in a public setting. Many of these topics ought to be approached by parents first and foremost, and never by public educators. It is especially irresponsible given the impressionable nature of children this age.	Remove teachings to overly sexualize children and that you know go against the belief and will of many parents. It is not the responsibility of ODE to promote any religious belief over another, and the proposed K-5 does just that in support of sexual ideology when minds are at their most vulnerable.	None. This is offensive on nearly every level and highly inappropriate to be teaching children, particularly in a public setting. Many of these topics ought to be approached by parents first and foremost. The fact that sexual instruction is so graphic and in depth for this age is highly inappropriate and should be considered on par with pornographic language between adults and minors.	Remove teachings to overly sexualize children and that you know go against the belief and will of many parents. It is not the responsibility of ODE to promote any religious belief over another, and the proposed Middle Schoolcurriculum does just that in support of sexual ideology when bodies are experiencing new hormone levels and children are prone to impulsivity that can have life long consequences. Remove lessons directly related to sexual acts or the normalization of sexual perversion.	These standards are clearly meant to promote a religious belief regarding sexuality and need to be adjusted to remove these references. Equal time ought to be given discussing the choice for abstinence, the responsibility of sexual partners to each other, and the mental and phyical health risks correlating to treating sex as a casual thing.	Teach truth about the harms of multiple partners and sexual perversions. Dont force kids to comply with ideology that goes beyond biology. Covering different beliefs is one thing, but demanding adherence to any one of those beliefs that is inherently spiritual rather that observable is state sponsored religion. Teach, don't indoctrinate.	
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	No	Some of the nutritional things, such as drinking water, Is good.	Absolutely should not have any discussion regarding adult sexual behavior in elementary. Especially inappropriate to discuss different non typical sexual attractions, I'm defining nontypical as anything other than heterosexual. Those discussions are completely inappropriate at all levels for elementary students!	I thought food safety was a beneficial addition	There is no reason to be discussing and demonstrating birth control usage in middle school. That should be a conversation for families! Discussing abortion as an option holds no regard or respect for families adhering to traditional familial values, and is discrimination against traditional families .	More focus on healthy foods and exercise.	See above comments. Generally speaking it seems that too much information focused on inappropriate sexual preferences is given.		Stop sexualizing our children! This is ridiculous and unacceptable. Remember parents are in charge of their children's moral direction, not some trending state standards.
Southern Oregon		Community Member			The few strengths were far outweighed by the inappropriate teaching of information far above their mental capacity to grasp the information without being confused.	Remove all items that push sexual teaching especially regarding gender identity.	Same as k-5	Same as k-5 what you are suggesting is past there mental capacity would only cause confusion and is nothing more the pushing lbg agenda and indoctrination of the youth.	At least by this point they are ready to hear, but am concerned after reading the 32 page draft that you would be bending them to your idea of sexual orientation and gender identity which is NOT the education systems responsibility.			

Eastern Oregon	6-8 Teacher 9-12 Teacher Community Member K-5 Teacher Parent/Guardian/Caregiver School Volunteer	White	No	Discussion regarding healthy eating habits, oral health, exercise,	Do not discuss any gender identity nonsense to kids. Keep your gender theory and LGBTQ ideologies out of school. These should be removed: 1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act. 1.HRVP.5 Discuss how communicating about consent is important in all types of relationships. 1.GD.2 Identify medically accurate names for sexual and reproductive anatomy. 1.GD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy. 2.HRVP.3 Identify how people may be treated unfairly and unequally because of their gender. 3.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and		Do not discuss gender preference - there are only two genders and to teach children otherwise is insanity. These should all be removed: 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. 6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. 6.GD.7 Recognize that there are many kinds of family configurations and discuss ways in which families can change. 6.SRH.3 Identify factors that are important in deciding whether and when to engage in sexual behaviors.		These should all be removed: HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships. HS.GD.5 Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being. HS.SRH.10 Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS. HS.SRH.15 Define reproductive justice and explain its history and how it relates to sexual health and health equity. HS.SRH.16 Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.	Please leave all gender identity and gender expression out of health education. These ideologies are not necessary to impart on our kids in school!
Southern Oregon	Parent/Guardian/Caregiver			I appreciate the healthy hygiene and healthy eating/activity standards. I think students should be learning to be kind to all and to seek help if bullied/abused.	HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek information HE.2.K.3 Identify how the media can influence health behaviors. HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender. about sexual and reproductive health, including pregnancy and birth. HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. HE.1.1.7 Explain that there are many ways to express gender. HE.1.1.8 Recognize the importance of treating others with respect including gender expression. HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender. HE.1.2.8 Recognize the importance of treating others with respect including gender expression. HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender HE.4.2.5 List ways to communicate respectfully with and about people of all	Lifelong healthy habits, safety measures for natural disasters.	No reason for gender anything to be in middle school! Again, we are making a social contagion normalized and will end up with more confusion as these kids grow up. Middle school time is an uncomfortable time anyway with kids' bodies changing and these standards add to the confusion of developing kids.	Healthy lifestyle, healthy diet, eating disorders.	Realizing you mean grades 9-12 here. Students are being put into an uncomfortable situation here - having to discuss way too many issues that belong in college atmospheres where it would be an elective.	We completely feel that gender issues have no place in a public school. You are taking away parental rights and making children more confused that children need to be. IN a time where kids are already going thru possibly difficult times, these gender standards increase any discomfort growing kids/teens may feel.
Southern Oregon		White	No	Strengths to me are not anything, trying to brainwash children is gross.	Don't involve CHILDREN in sick agendas such as LGBTQ2SIA+??? What even is that??? Kids don't need to know about that.	None	Don't teach kids about all of this ignorant stuff and brainwashing them to believing they're gay. Use our tax dollars for something good!			
Willamette Valley	Community Member Parent/Guardian/Caregiver	Black/African American	No	Currently, none. Full of lies and indoctrination.	Cut ALL of the BS gender ideology. Boys are boys, girls are girls. There has never been a pre puberty MALE who has ever had a minstrel cycle on the face of the earth. EVER. So quit trying to put tampons in bathrooms and telling children you can be a garden gnome if they want. You can't fool adults so you try and fool their children. Leave the kids alone.	There are no strengths when you push lies and deception.	Quit the gender nonsense at every level. Y'all are disgusting pedophiles whoever you are who want to do all this nonsense.	Failing at every level with lies.	Quit telling children there are more than 2 genders. Make believe science has no place in school health. And any child's sexuality is no place for the school to butt into. Stay away from our children and let the parents do their job.	Y'all are disgusting and need to be held accountable, pedophiles.
Willamette Valley	Community Member Parent/Guardian/Caregiver				Stop abusing our children. They are kids, not political tools. They are NOT a 'furry'. They can't know that they are a different gender than what they are when born. They are just children. Let them BE children, stop using them to push your political agendas.		See above		See above	Teach basics. Remove ANY political propaganda. Woke, CRT, etc. is NOT suitable for our growing children. On a different note, propose vouchers for sending our children to a school of the parents choice. Also, require that ANY action with a child have the parent notified.
Portland Metro	Parent/Guardian/Caregiver	Multi-racial	Yes	Leave our kids alone you sick perverts. It is not the schools or the states or the federal government's place to push your sick ideals on innocent children. You should be ashamed of your selves. Kids are dying because of the propaganda you push for your own political gain. There isn't one thing in these so called standards that is for the benefit of children. It is for the sexually deviant to push their disgusting agenda.	Remove all of it	Not one thing	Remove all of it	Not one thing	Remove all of it	You make me sick

Eastern Oregon	Community Member Parent/Guardian/Caregiver				Teach correct English, and include cursive. Language can be improved by implementing better spelling instruction and vocabulary building in English. It is not necessary to focus on multiple languages until you can master English first.	Sadly, I removed my children from middle school and taught from home because there aren't many strengths to name.	STOP focusing on "sexual orientation" … It's embarrassing as an American and disgusting to see the focus on sex in schools. They know what every kind of sexual orientation there is except asexual, or "non-sexual" and that's disturbing to see the government using teachers to exploit children in public schools.	My children opted out. The schools are trying to legalize taking children to doctors to have children's bodies mutilated and expecting to be legally protected. They are using immoral practices and strengthening their rights to abuse, exploit, mutilate, & cause reprehensible harm to children… But there are no laws against love and the love parents have for their children will win over the falsified information being spread in schools. Also, males are males and females are females, there is scientific evidence and schools need to educate on these facts and respect theor differences while celebrating their equality in a HEALTHIER approach.	Cut out the sexual garbage and bring back wood shop and home economics, teach abstinence over all else when it comes to sex ed.	I'm their first teacher, I taught my children to read, to write, also cursive, and I taught them math. The school taught them what a "furry" is and they do not trust government indoctrination because there is so much garbage being dumped on them. Have some pride and embrace American culture. Also, as educators, you should never expect children to wear masks and read that the mask does nothing to prevent covid… It's all about teaching compliance to the children so the government can create sheep… As educators, you should be teaching children their rights and teaching them that it is not legally enforceable to mandate masks… Also, if you as educators try to mask my children, your teaching rights will be revoked because I am not only my child's teacher, I'm their
Willamette Valley	Parent/Guardian/Caregiver School Volunteer				I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching them/encouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching them/encouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching them/encouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching them/encouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching them/encouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching them/encouraging them it's ok to be with the same sex.
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	I appreciate the efforts for children to recognize and understand their body and how to protect it, and that it is not appropriate for others to be touching or grooming them other than appropriate Dr check ups and hygiene care.	I appreciate the efforts to make sure all students are treated respectfully, but taking current agendas of the cultural and political climates and trying to infuse them into early childhood education is incongruent with their developmental level all the while turning our education system into a social experiment.	A strength of this program is identifying different kinds of families	The efforts in middle school should be focused on helping them manage the very taxing, and confusing confluence of middle school and adolescent hormones verses saying it is their need to change genders. Education about sex, its diseases, and consequences are important, but the primary focus should be abstinence. While many middle schoolers may be interested in sex, pursuing it at such a young age is only going to stunt emotional intelligence, and add more stress during an already stressful age.	There is value in much of what is proposed in the high school standards.	The high school improvements lack debate, are one-sided leaning heavily on the current agendas and does the very thing to those who may not agree by discrimination. If there are differing view points, it should be taught and encouraged that respect for the person is of utmost importance and that disagreement is of the issue not the value of a person.	Let the focus be education and critical thinking not brainwashing the next generation.
Willamette Valley	Community Member Parent/Guardian/Caregiver	Multi-racial	No	The efforts to teach children to understand their body and how to protect it and that it is not appropriate for others to be touching/grooming them beyond the doctor visit or normal hygiene.	Stop using schools as a platform for political agendas. Teaching such topics as telling kids they can identify as a different gender beyond their birth only confuses them because they are not capable of understanding the complexities of such information. To let a child determine their gender, sexual orientation, or other topic based upon their "feelings" is wrong and should not be taught in schools.	Identifying the different types of families	The efforts in middle school should be focused on helping them manage the very taxing, and confusing confluence of middle school and adolescent hormones verses saying it is their need to change genders. Education about sex, its diseases, and consequences are important, but the primary focus should be abstinence. While many middle schoolers may be interested in sex, pursuing it at such a young age is only going to stunt emotional intelligence, and add more stress during an already stressful age.	I agree with a lot of what is suggested in the high school standards.	The high school improvements lack debate, are one-sided leaning heavily on the current agendas and does the very thing to those who may not agree by discrimination. If there are differing view points, it should be taught and encouraged that respect for the person is of utmost importance and that disagreement is of the issue not the value of a person.	Focus on general education standards (math, science, grammar, physical health, etc) and remove the political agenda from education
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		There is no mention of teaching children the healthy habit of family meal time. Children of all ages can be taught ways to contribute to a regular dinner together as a family. Mentally, emotionally, and physically turning off electronics and gathering with children everyday to talk to them and look them in the eye will do more for them than any health education. The following scientific research has been noted by Justice Dallin H. Oaks: (Please note references) "The time a family spends together "eating meals at home [is] the strongest predictor of children's academic achievement and psychological adjustment." (Anderson and Dohtery, Family Relations, 54:655) Family mealtimes have also been shown to be a strong bulwark against children's smoking, drinking, or using drugs (Nancy Gibbs, "The Magic of the Family Meal," Time, June 12, 2006, 51-52). There is inspired wisdom in this advice to parents: what your children really want for dinner is you." Please, please, please, take the time to do the research to find out what truly creates health. We need to support families and help children promote healthy family life. Kindergarten can be a taught how to set the table, basic meal prep, turning off electronics etc can be taught AT EVERY AGE. Kids need this time!		Again. Family meal time. Teach budgeting eating in vs. eating out. Create healthy meal plans that the student actually enjoys! Teach them to take control of what they can make and instigate gathering families every night. We need to teach families the power of family meal time. SRH.2 Define vaginal, oral, and anal sex. No, no no!!!!!! Please consider this intellect offered by Boyd K. Packer: "By probing too deeply, or talking endlessly about some problems, we can foolishly cause the very thing we are trying to prevent. You probably know about the parents who said, "Now, children, while we are gone, whatever you do, don't take the stool and go into the pantry and climb up to the second shelf and move the cracker box and get that sack of beans and put one up your nose, will you?" There is a lesson there." We are teaching too much!			I hope you actually read these comments. I hope you listen to them. I hope you care about genuine concerns. We are teaching way too much. We are robbing families of their roll. Support families. With all my heart please consider adding successful family meal time education AT EVERY GRADE LEVEL. Teach families to gather and look each other in the eye. Teach dinner conversation games. There are SO many strategies for family meal time. We need to use what we already have in place, the universal need to eat, and capitalize on it to create a healthy society. Please do not teach gender and sexuality before 8th grade. There is wisdom is waiting to suggest to children that they should put beans in their noses.

Willamette Valley	Parent/Guardian/Caregiver	White	No	Affirmations of reaching out to trusted adults. The safety and first aid that really applies to them especially K-2, crosswalks, bikes etc. Grouping nutrition and physical activity as combined forces for long term health.	4.sfa.1- begin earlier (grade1) and reinforced each year through 5th K.hrvp.3- WAY to young. Most kids won't have a clue why a boy isn't a boy. The ones who do have seen it misled or talked about at home. At 5 years old that topic should only come up at home. K.hrvp.8-once again too young. Keeping our hands to ourself in class is sufficient. K.gd.1-TOO YOUNG. The maturity level to process this information and use it in appropriate times is not there. 1.gd.2, 1.gd.3, 3.gd.3, 3.gd.4, 3.srh.1, 3.shr.2, 4.srh.1- too young. They simply do not have the life context to process and use the information. 3.hrvp.3, 4.hrvp.4, 4.gd.3- Treat people with dignity and respect. Period. When you say all people then go on to list certain groups you elevate those groups as demanding a higher level of dignity and respect than others. 5.srh.2&3-an overview of pregnancy only, details left to middle school	6.sem.3 and others-Bringing in the social media aspect and pointing out the damage that can be done is on point. 7.sfa.3- CPR and aed proficiency yearly! 7.hrvp.9- bringing an awareness to trafficking and the ploys for perpetrators will help our kids be more vigilant.	6.gd.1- "respect for one's own physical appearance" followed by multiple GD and SRH items of affirming kids choices to change their gender. Gender is largely affiliated with appearance. 6.gd.3, 6.srh.2-masturbation/pleasure only discussion has no place in public school. 6.srh.3-5&7- 8th grade material 7.gd.3-intersex conditions are incredibly rare and will only cause confusion and non affirming conversations between students and could become words of bullying. 8.hrvp.3-Treat people with dignity and respect. Period. When you say all people then go on to list certain groups you elevate those groups as demanding a higher level of dignity and respect than others. 8.hrvp.11-high school material 8.gd.4&5- again elevating sexual orientation to unhealthy levels. Too much focus on it	Hs.whp.6-organ donation, so important to know about. 6-12 grade reinforcement.	Hs.whp.8- very polarizing. Staff will have a difficult time to lead this discussion without bias. Hs.srh.2-demonstrate? I can't imagine having to "demonstrate" that conversation with a classmate.	The biggest thing that stuck out to me positively is social media effects and education on trafficking. On the negative side it seems to me that our students are being asked to be extra respectful around LGBTQSIA2+ classmates to the point of walking on eggshells trying not to say the wrong thing. This is going to backfire in that they won't say anything. Seems that you are asking us to make LGBTQSIA2+ students different when what they really want is to be treated just as their classmates are.
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	I'm glad that the standards teach principles of safety and healthy-living, such as nutrition, first aid, safety, substance use prevention, etc.	The standards should not deal so heavily with issues of gender and sexuality. For example, 1.HRVP.4 states, "Analyze the differences and similarities in how people with different gender identities are expected to act." This is an extremely nuanced and sensitive issue and will be confusing and potentially harmful for many young students. There are many other standards thought out the K-5 standards that deal with gender and sexuality and are too complicated to be dealt with at such young ages.	Again, I'm glad that the standards relate to teaching empathy, safety, abuse prevention, nutrition, etc.	As in the K-5 standards, grades 6-8 place too much of an emphasis on gender and sexuality issues, many of them potentially harmful for children. I am very concerned that standard 6.SRH.7 includes abortion on its list of pregnancy options. Abortion is too controversial to be dealt with in a school setting by eleven-year olds.	I like that the standards address many important health topics such as media-usage, abuse prevention, nutrition, etc.	Again, the standards deal with issues that are extremely sensitive, especially those dealing with gender and sexuality, and should be dealt with in the home. The school should not be trying to take the place of the family.	
Portland Metro	Parent/Guardian/Caregiver	White	No	Discussing abuse and how to safe safe, biology discussions as well	We do not support suggesting that gender is on a spectrum. It is not acceptable to reach kids that they can change their body. It is okay to not portray stereotypes, and to be who you want but we don't feel like encouraging being neither male or female is appropriate.	Nutrition, STDs, physiology	I do not agree with suggesting that kids can choose their gender. I agree with teaching biology and leaving the rest to families. My kids feel like they are forced to listen to gender spectrums and encouraging kids to be non binary and that is not acceptable.			Please let parents teach kids at home about philosophies on gender.
Portland Metro	Parent/Guardian/Caregiver	White		They do a good job of making sure kids learn about healthy body practices, how to recognize abuse, healthy choices for drug prevention, and healthy relationships with adults.	I don't agree with statements that are made that say "you don't have to be a boy or girl if that's how you were born; you can identify as however you want." These comments were always in the "optional" section for our K-5 teachers for the body shop curriculum that Beaverton school district has adopted, and we didn't have any teachers in elementary ever discuss these topics, but I don't think it should even be suggested as an optional topic. That is not appropriate to suggest to students at that age and is very confusing and misleading, and not a teacher's job– that is for a parent to discuss with their child. There is a line that can be crossed for what is the parent's job and what is the education systems job. Of course the students should be taught to be kind and accepting of everyone, but we should not be suggesting that they can just defy how they were born and so whatever they feel.	Drug education, STD's, abstinence education, nutrition, safety	I have always reviewed the health curriculum in Beaverton, and I haven't had to pull my child out of class until we hit middle school. I previewed the slide presentation and it actually has videos and slides that list attributes of boys and girls and make them both look negative and then suggested that it's a good idea to be neither. That is unacceptable. I want my children to be proud of who they are, and not feel inadequate. It is appalling the information they are learning through curriculum stating that they can choose their gender. I agree that their shouldn't be expectations for them to confirm to and you should be whoever you want to be, but there should not be instruction that the kids should discuss with counselors how they feel even if their parents disagree and try to change who they are. I feel like kids should be celebrated for who they are and not make them feel insecure about how they were born and encourage them to change. That path is a long road and I don't feel it's beneficial to teach kids to change. There are multiple videos that I viewed when reviewing the sixth grade curriculum that I was in disagreeable with.			The health education standards need to get back to the basics of teaching kids Anatomy and physiology and leave philosophical teachings to the parents. I am a huge fan of public school and grew up in the public school system in Oregon and I see why parents are removing their kids from our license school at alarming rates. Parents feel like we have no control over how are kids are being taught very sensitive subject like human growth and development. There is a line being crossed. Of course we should educate on all different types of people and choices but not ENCOURAGE the choices to change who they are. Kids are so vulnerable and confused already. We don't need to encourage them to array from who they are biologically.
Eastern Oregon	Other	White		Educators should not address health issues such as "ways to express gender" and/or "medically accurate names for body parts, including the genitals" with K-5 students.	If a K-5 student asks a question regarding the above, the educator should refer them to the parent and/or guardian.	6.GD.5 Discuss how affirming healthcare is important for everyone and leave it at that; 6.GD.7 Recognize that there are many kinds of family configurations but don't go into explaining what every option is; 6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception,	It is not the public education systems job to influence students one way or the other regarding all the options of health care. This should be left to parents or guardians. Presenting the "basics" in a class is good and has proven over the years to educate middle school student adequately.	Nothing. Leave most of what is listed to the students discussing with their parent or guardian.	Listed above	The K-12 standards should be very basic. Leave the details to parents and guardians to fill in the blanks should children of this age to ask. Don't encourage acceptance of every sexual option you can think up.
Eastern Oregon	Other	Prefer not to answer	Prefer not to answer		K.HRVP.3 Recognize that there are many ways to express gender. SHOULD NOT BE AN EDUCATION OPTION FOR THIS AGE - THAT IS A PARENTS TEACHING K.GD.1 List medically accurate names for body parts, including the genitals. SHOULD NOT BE AN EDUCATION OPTION FOR THIS AGE - THAT IS A PARENTS TEACHING		1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE 1.HRVP.5 Discuss how communicating about consent is important in all types of relationships. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE 1.GD.2 Identify medically accurate names for sexual and reproductive anatomy. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE 1.GD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE 3.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve		EDUCATORS HAVE NO BUSINESS TEACHING SEX TO MY CHILDREN OR PRESUMING TO BE PSYCHOLOGISTS OR PROPOSE IDEAS THAT MAY NOT BE SUPPORTED IN THE HOME.	EDUCATORS HAVE NO BUSINESS TEACHING SEX TO MY CHILDREN OR PRESUMING TO BE PSYCHOLOGISTS OR PROPOSE IDEAS THAT MAY NOT BE SUPPORTED IN THE HOME
Eastern Oregon	Community Member Other Parent/Guardian/Caregiver			Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	You are destroying our educational system, stop!

Eastern Oregon	Educational Services District (ESD) Employee Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Multi-racial	No	None	For educational staff to have any kind of discussion about sensuality with students violates Oregon state laws of sugarless harassment and grooming. Every year school staff have to take the required training on this. Look at it - it's about a half hour online training. When you do, it's blatantly obvious. These standards are not appropriate. I will encourage everyone I know to get their children out of public education for this reason.	Same as above	Same as above	Same as above	Same as above	Again, these standards, when taught by an adult in the school environment, violate the laws of sexual harassment and grooming as outlined in the very training all school staff must take every year. It is not appropriate for an adult to be teaching other people's children about these things. These standards alone make k-12 public education a dangerous environment for children.
Oregon Coast	Community Member	White	No	Stop perverting children with trans/lgbt currciculum!	Stop perverting children with trans/lgbt currciculum!	Stop perverting children with trans/lgbt currciculum!		Stop perverting children with trans/lgbt currciculum!	Stop perverting children with trans/lgbt currciculum!	The Oregon Education System is broken! Homeschooling is on a rise for a reason. Get LGBT teachings out of schools!!
Eastern Oregon	Community Member	White		NA	Stop insisting on vaccinations. They are POISON!!! Also, when my kid attended LG Elm. There were groomers, and pedos and staff that bullied kids who were different.		Stop letting teachers, yes teachers and students bully other people.	NA	Again, stop hiring groomers and pedos. END bullying.	OMG scrap them and start over.
Eastern Oregon	9-12 Teacher	White	No	I believe the standards are too confusing for students of this age. I do appreciate the standard that teaches we should not discriminate against those that are different.	The details of sex organs and how people identify should not be presented until 5th grade.	There are too many.	Take out the family view standards, most parents will not appreciate these.	These standards are okay	No suggestions.	It is important that we don't get into the business of brainwashing and keep to educating students with facts.
Portland Metro	Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		You are suggesting we should be teaching kids about gender before teaching them about brushing their teeth. Gender and sexuality should not be taught to kids in elementary schools. Let parents handle that until they are mature enough to actually understand. This is terrible and is why so many parents are leaving the state and school system.					This is going to lead to depression and failure. Kids need to be taught to be happy with who they are, love themselves, and no matter what they are beautiful. Not what is suggested in this document. This is a national embarrassment. Gender ideology should be introduced in high school.
Portland Metro	Community Member	White	No	I think strengths include teaching children about personal space, no violence, no bullying. Basic principles seem to be taught.	I'm not sure gender ideology should be in kindergarten. We should say yes there's family units that have mom-mom, dad-dad, mom-dad. We don't need to teach children regarding transgender in K-5.					
Southern Oregon	Community Member			Honest, evidence based, informed, real	None	Honest, evidence based, informed, real	None	Honest, evidence based, informed, real	None	Great job! Put Jesus back in our schools! Let children be children! Don't try to confuse them and force adult subjects on our precious little ones!!!

2031

2032

2033

Draft 2023 Health Education Standards

2034

Suzanne Hidde, MS (she/her)
Health and Physical Education Specialist
Standards and Instructional Supports Team
Oregon Department of Education

Sasha Grenier, MPH, CHES (she/her)
Sexuality Education Specialist
Standards and Instructional Supports Team
Oregon Department of Education

Agenda

- → Overview of our process
- → The foundations of the work
- → Looking at public comment
- → Changes since public comment and SBE first read
- → Questions & discussion

1

Health Panel Standards Development

A yearlong process of development, collaboration, and revision.

July, 2022- July, 2023

2

OHA, ODE, ODHS, and close partner feedback

Partners providing feedback of draft via survey, google docs, and meetings

Jul. 18- Jul. 28 2023

3

Synthesize feedback & develop framework

Develop accompanying framework to support comprehensive and inclusive instruction

Jul. 28- Aug. 8 2023

4

Public comment

Gather feedback through an online survey

Aug. 9- Sept. 1 2023

5

State Board Presentations

Incorporate feedback from public comment and prepare docket, presentation

Sept. 1- Oct. 19 2023

2036

School and Community External Partners

- North Clackamas SD
- Beaverton SD
- Sherman County SD
- David Douglas SD
- West Linn-Wilsonville SD
- Gresham-Barlow SD
- Portland Public Schools
- Hillsboro School District
- Eugene 4J
- Grants Pass SD
- Multnomah ESD
- Multnomah County Public Health
- Tigard-Tualatin SD
- Oregon State University
- Western Oregon University
- Oregon State University Extension Service
- Oregon Health Authority
  - Public Health Division
  - Oral Health Unit
  - Adolescent & School Health Unit
  - School Based Mental Health Partnership
  - Rape Prevention Program
  - Reproductive Health Unit
- Oregon Department of Human Services
- Healthy Teeth Bright Futures
- Donate Life NW
- Oregon Youth Sexual Health Partnership
- Oregon Sex Ed Steering Committee
- Cares NW
- Sexual Assault Support Services of Lane County
- Oregon Sexual Assault Task Force

2037

Internal Partners

- Health in Education Team, Director's Office
- Government and Legal Affairs, Director's Office
- Child Nutrition Programs, Director's Office
- Standards and Instructional Supports Team, OTLA
- Equity Programs, OEDI
- Safe and Inclusive Schools, OEDI
- Systems Capacity & Improvement Team, OEII
- Office of Indian Education, OIE
- Inclusive Services, OESO

“Providing health education as early as possible can help youth to develop positive well-being, academic success, and healthy outcomes into adulthood.” 2039

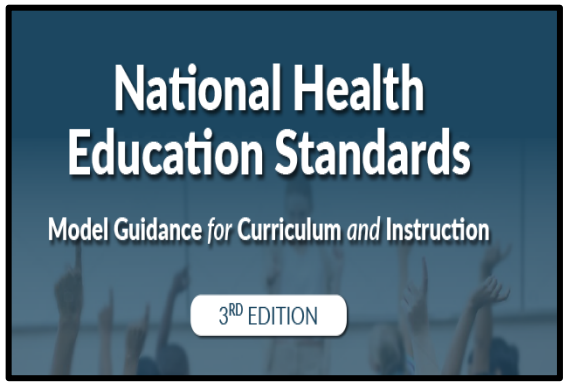
- Division of Adolescent and School Health, CDC

Health Education Panel Guiding Principles

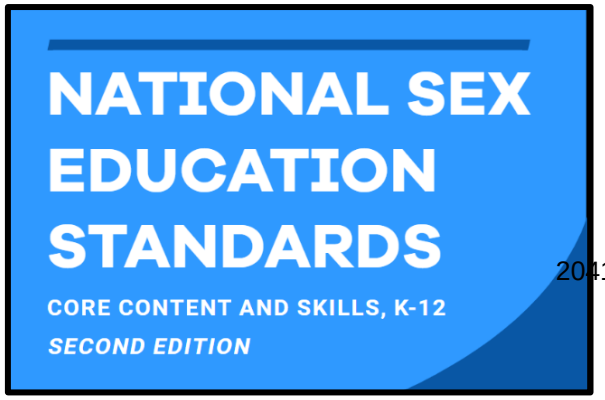
- Center **student realities**
- Prioritize **usability for teachers**
- Examine and dispel messages that perpetuate **harmful norms and stereotypes**
- Focus on **skill development**
- Balance being **specific and broad**
- Elevate **student autonomy and choice**
- Consider what goes in Standards and what goes **in future work**
- Uplift **student rights and human rights**
- Be **inclusive and affirming** of student and community identities
- Uphold **positive and not fear- or shame-based** messages
- Align with **ODE's** equity stance and Federal and State **civil rights laws**.

2040

Foundational Inputs



2023 Oregon Health Education Standards



2041

Transformative SEL Standards

Student Success Plans

Oregon 2016 Standards

Oregon Laws

Key shifts/changes since 2016

- Organized by **topic area**
- **Condensed** number of standards while maintaining coverage of topics
- More specific focus on **skill development** in grade bands
- Reflect **current health issues** that reflect state and national data
- Integrate the importance of **diversity and inclusion** throughout topic areas
- **New and expanded health topics** reflect new Oregon laws and priorities:
  - synthetic opioid overdose prevention and response
  - violence and trafficking prevention
  - oral health
  - organ and tissue donation
  - access to sexual and reproductive healthcare
  - eating disorder prevention

Oregon Health Education Topic Areas

1. Wellness and Health Promotion (WHP)
2. Safety and First Aid (SFA)
3. Substance Use, Misuse, and Abuse (SUB)
4. Food, Nutrition, and Physical Activity (FNP)
5. Social, Emotional, and Mental Health (SEM)
6. Healthy Relationships and Violence/Abuse Prevention (HRVP)
7. Growth and Development (GD)
8. Sexual and Reproductive Health (SRH)

2043

Analyzing Public Comment

August/September

Step 1: The Health Education Team read and categorized all 645 comments.

Step 2: A Research Analyst conducted a more **formal qualitative analysis** of the comments.

Step 3: Developed a **summary** of main findings and **tallied a list of individual standards** with many comments. 2044

Step 4: The Health Education Team and ODE leadership considered all comments and made adjustments to the Standards.

Public comment: A sentiment analysis
August/September

- 60 comments (approximately 10%) were coded as **'very positive'**
- Approximately **40% of the submissions were hostile**, using a mix of terms that were either profane, accusatory of indoctrination, or threatening.
- Since the SBE first read, comments have been **overwhelmingly supportive of the new draft standards**.

2045

Major concerns
August/September

- **Discussions of gender**, gender expression, gender identity and **affirming healthcare**.
- **Introduction of menstrual health**, menstrual products, and menstruation in elementary.
- **Sexual health topics**, including sexual behaviors.
- Child abuse prevention topics, including **medically accurate anatomy and trusted adults**.
- ODE's **Transformative Social Emotional Learning** (TSEL) standards.
- **Power, privilege, inequity** & its impacts on violence, relationships, and health.

2046

Themes of support

August/September

- **Well organized with a clear progression**
- **Food, Nutrition, and Physical Activity** (FNP) and **Safety and First Aid Topics** (SFA) topic areas
- Health promotion, **substance use**, and **social, emotional, and mental health**
- Comprehensive breadth of standards while **reduced in number**
- **Developmentally/age appropriate**
- Medically accurate anatomy and focus on **violence/abuse prevention**
- **Comprehensive** sexual and reproductive health
- Focus on **inclusivity and affirming identities**

2047

Changes in Response to Public Input Survey
August/September

- **Reconsidered most commented-on 20 standards**
  - **10 changes**
    - Simplified language, sequenced more definitions/fundamentals earlier, broadened inclusivity concepts, and adjusted language to allow adaptations in depth of coverage
  - **2 deletions**
    - Reduced instances of repetition and responded to suggestions of age-appropriateness
  - **2 moves**
    - Aligned with other content areas and responded to suggestions of age-appropriateness
  - **6 no changes**
    - Changes would not be aligned with Oregon law & National Standards
- **Responded to requests for new concepts**
  - Neurodiversity
  - Online safety (earlier)

2048

Public Comment received after SBE first read

September/October

ODE and the State Board received 44 public comments since the first read, available on Boardbook.

- ➔ **40 out of 44 comments from teachers and school staff were supportive of the standards with minor requests for enhancement**
- ➔ **ODE responded to feedback received**
  - **4 changes**
    - Added concept of anabolic steroid prevention in 7th grade
    - Added concepts of menstrual symptoms and menstrual pain to 6th and HS
    - Aligned sexual and reproductive health definitions to 2016 standards language in 6th grade
  - **1 move**
    - Moved substance use prevention/medicine rules to earlier grade

2049

Public Comment received at the SBE first read

September/October

ODE and the SBE received one verbal and written public comment that were concerned about the age-appropriateness of sexuality education and the inclusion of content that supports gender expansive students.

- ➔ Sexuality education addresses relevant topics when it is most timely for their health and well-being, as informed by Oregon student health data, researched practices in health promotion, National Health Education and National Sexuality Education Standards.

2050

- ➔ The Standards are aligned with recommendations from the American Medical Association, the American Academy of Pediatrics, the American Public Health Association, the Centers for Disease Control and Prevention's Division of Adolescent Health, and data from peer-reviewed research studies.
- ➔ Oregon Health Standards reinforce ODE's Equity Stance, ODE's Gender Expansive Guidance, Oregon's Student Success Plans, and Oregon's Equality Act, all of which work to support gender equity, prevent discrimination, bullying, and violence, and promote safety and health.

Health Education Saves Lives

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting **individual, family, and community safety and well-being**.

2051

When health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to **improved school climate and decreased violence, individual academic achievement, and long lasting intergenerational benefits.**

Health education saves lives.

Thank you!

Questions & discussion

2052

Suzanne Hidde, MS (she/her)
Health and Physical Education Specialist
Standards and Instructional Supports Team
Oregon Department of Education

Sasha Grenier, MPH, CHES (she/her)
Sexuality Education Specialist
Standards and Instructional Supports Team
Oregon Department of Education

SD/ESD/Org	Role	Questions
Coburg Community Charter School	District Administrator	no
Bend La Pine School	District Curriculum Leader	No
Beaverton School District	Parent/Community Member	I am fine with the changes as-is
North Powder SD 8J	District Administrator	
Siuslaw 97J	Other	SEE "FEEDBACK" below.
Northwest Regional Education Service District	Other	
Hood River County School District	Other	Not at this time
OES	Other	No
Eugene 4J	District Curriculum Leader	
Central 13J	Teacher	
Hermiston	Teacher	no
none	Other	I think this is very clear. I imagine that the publishers would have lots of questions about the independent audits.
Gresham-Barlow SD	District Administrator	No questions or confusion.
Hood River County School District	Other	No
Oregon Charter Academy	District Curriculum Leader	No

Siuslaw	Parent/Community Member	who will be the independent 3rd party in/out state, costs, background
McGraw Hill	Publisher of Instructional Materials	-Please clarify what is meant for the components to “follow” the identified WCAG. -Is there any criteria for the “independent third party” auditor? -Please clarify the timing for provision of the ACR at the time of responding to an RFP or upon selection of publisher’s materials. -What are the expectations of conformance? E.g., 100% Fully Supports? -What are expectations of the publisher if conformance is not 100% Fully Supports? -Will each circular of information set out the WCAG criteria level (e.g., 2.0, 2.1, 2.2; A, AA, AAA) publishers are expected to “follow”? -ACR vs VPAT, sometimes these two are used interchangeably. Does the proposed rule define an ACR as a filled-in VPAT?

Feedback	I support the proposed rule change to 581-011-0087
I believe it makes sense for the responsibility to be placed on the publishers to provide the required documentation to affirm ORS compliance.	Strongly agree
I think this is a good rule change. We have been working with our IT department to check on this issue.	Strongly agree
	Strongly agree
	Strongly agree
I firmly believe that each student should be taught in the manner in which s/he learns. We teach Honor Students in the way they prefer -- then expect all other students to learn that way too -- even though we know that all people learn differently! Accessibility to Web Content may ease the burden of those who learn in other ways, but it still will not alleviate the learning burden on students who (as old-line teachers say, [they're] "lazy", or "don't care", or "don't try", etc.	Strongly agree
There are some helpful new success criteria in WCAG 2.1 that would be nice to have. Section 508 uses the WCAG 2.0 standards. Should we specify which VPAT (508 or WCAG version?) should be used for the ACR? Is it generally understood that an ACR must be based on the ITI VPAT, or would we allow vendors to use their own form, as long as it hits all of the points? I think publishers may balk at 3rd party reviews, particularly smaller publishers. I do think this requirement will lead to better conformance reports.	Strongly agree
This is a great way to move forward with publishers to improve accessibility.	Strongly agree
I heartily support this change of the statute and would say it’s overdue.	Strongly agree
This would help a lot for when we are reviewing curricula!	Strongly agree
	Strongly agree
	Strongly agree
Does this rule have the potential to create a new service-Independent Auditors? That's the only political hot potato I see. But maybe there are lots of those folks out there already?	Strongly agree
I fully support the requirement that all digital materials meet accessibility standards similar to what is required for print materials.	Strongly agree
This is an excellent proposal. The reports should be formatted the same so they can be easily compared.	Strongly agree
No	Agree

rural areas can differ from inner city school requirements even nation/state-wide	Agree
-Given the time necessary for publishers to audit and potentially remediate programs to provide appropriate ACRs, would the requirements have a forward-looking date by which the ACR requirements would be put in place (e.g., June 20. 2025)? - An independent review of all components could be financially prohibitive -Given the state's interest in ensuring accessible materials are available for students and instructors, can you confirm that the "materials" subject to these requirements would include all materials used in the classroom, not just materials submitted by commercial publishers, but also materials that may be found openly on the web?	Agree

I support the proposed rule change to 581-022-2350

Agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Agree

Agree

Agree

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Instructional Materials Accessibility (OAR 581-011-0087 & 581-022-2350)

SUBJECT: Instructional Materials Accessibility (OAR 581-011-0087 & 581-022-2350) **STAFF NAME & OFFICE**: Aujalee Moore, Office of Teaching, Learning, and Assessment ODE proposes to revise current policy to require publishers of adopted digital instructional materials to provide an up-to-date, complete, and accurate Accessibility Conformance Report (ACR) that has been completed by a third-party and includes manual verification of testing. ☐New Rule X Amend Existing Rule ☐Repeal Rule	**X First Reading** **X Presentation** **☐No Presentation** **☐ Action** **☐Temp Rule** **☐Presentation** **☐No Presentation**

BACKGROUND

In Oregon, instructional materials may include "a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media." (OAR 581-011-0050). School districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, and districts are required to ensure the timely provision of print instructional materials that comply with the National Instructional Materials Accessibility Standard (NIMAS). Since 2020, there has been an increase in the adoption and implementation of digital instructional materials as the core component of instruction. As the instructional materials market has continued to evolve, so do accessibility standards. Since digital instructional materials are increasingly present in K-12 public schools, a rule revision is necessary to ensure that the administrative rules related to accessibility of instructional materials include reference to digital accessibility standards.

SUMMARY OF PREVIOUS BOARD ACTION

This proposed rule revision has not previously been presented to the Board. The most recent revision to OAR 581-022-2350 was conducted in 2012, and the most recent revision to OAR 581-011-0087 was conducted in 2010.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

X N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:

POLICY ISSUE OR CONCERNS

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Instructional Materials Accessibility (OAR 581-011-0087 & 581-022-2350)

Under current policy, the Oregon Department of Education requires publishers of adopted instructional materials to assure they are compliant with the National Instructional Materials Accessibility Standard (NIMAS). Materials independently adopted by districts are also required to adhere to NIMAS. While the NIMAS adequately addresses accessibility standards for print materials, they do not include standards for digital instructional materials that are not presented in a static format.

Although accessibility standards are required to be adhered to for both print and digital materials, current policy does not include reference to the Web Content Accessibility Guidelines (WCAG) which are required for digital content under Section 508 of the Rehabilitation Act (29 U.S.C. 794d). To accurately report alignment to the WCAG, an Accessibility Conformance Report (ACR) is necessary. An ACR describes how the item(s) will fully address the accessibility requirements outlined in the most current version of WCAG, and includes a description of the evaluation methods used to validate for conformance.

As a recommended policy solution, ODE proposes that OAR 581-011-0087 and OAR 581-022-2350 be amended to require adopted instructional materials to include an up-to-date, complete, and accurate ACR.

- The proposed revision of OAR 581-011-0087 would require all **publishers that submit materials to ODE for evaluation** to provide an up-to-date, complete, and accurate ACR that has been completed by a third party and includes manual verification of testing prior to adoption by the State Board of Education.
- The proposed revision of OAR 581-022-2350 would require that all **independently adopted** digital instructional materials include an up-to-date, complete, and accurate ACR before being implemented with students.

This rule revision was originally requested by the Oregon Accessible Educational Materials Cohort that is facilitated by the National Center on Accessible Educational Materials for Learning (AEM Center) in response to concerns about the accessibility of instructional materials being implemented in Oregon classrooms. It has been reported by Oregon educators, district administrators, and ESDs that vendors of instructional materials are providing assurance that the materials are accessible without providing an ACR as evidence. However, districts are experiencing issues with accessibility upon implementation. Inaccessible materials may lead to delays in providing students with timely access to alternative formats which is a violation of a student's civil rights. Districts and ESDs are faced with difficulties obtaining the ACR from vendors without a requirement from ODE.

At this time, ODE currently does not require or collect an ACR from publishers of instructional materials that are adopted by the State Board of Education. Additionally, the requirements for independent adoption of instructional materials is limited to NIMAS which do not appropriately address digital accessibility standards. OAR 581-011-0087 and OAR 581-022-2350 do not include reference to the WCAG or the ACR.

Upon receiving the request from the field, an extensive engagement period was conducted from August 2022-August 2023. The engagement period included eight in-person feedback sessions with Oregon special education coordinators, special education teachers, assistive technology specialists, occupational therapists, vocational rehabilitation specialists, curriculum specialists, IT specialists, and individuals with expertise in technical accessibility standards spanning from early childhood education to workforce

transitions. In addition to in-person feedback sessions, asynchronous feedback was collected via a survey that was sent to Oregon educators and administrators, community members, and publishers of instructional materials. The feedback received in the survey was in support of the proposed revision for both rules. The National Center on Accessible Educational Materials for Learning (CAST) and State Instructional Materials Review Association were also consulted as the rule language was developed, and both organizations are in support of the revision.

Feedback from the engagement period highlighted that students experiencing disabilities have been historically underserved by educational systems; this revision will support districts in meeting the requirements necessary to ensure equitable access to educational opportunities. District representatives also noted that the requirements around accessibility, which are set at the national level, are not changing. The proposed rule language is intended to provide policy language that requires publishers to provide complete and accurate information about the current accessibility standards and guidelines. This was paramount as ODE is not increasing the expectation for districts; the proposed rule change reinforces and supports the expectation for publishers to provide districts with information regarding digital accessibility.

EQUITY IMPACT ANALYSIS

In Oregon, protected classes include individuals with disabilities. To ensure equitable educational opportunities, policies must consider the needs of students with disabilities. Accessible digital content provides an equitable experience for those with visual, auditory, physical, speech, cognitive and neurological disabilities or impairments. Many students accessing digital materials need to use assistive devices, so digital and online content must be built properly for those devices to access all the information correctly. Adherence to the most up-to-date accessibility standards is necessary to ensure timely access to educational content for all students in a classroom setting.

The proposed rule changes would provide districts with the information necessary to procure accessible instructional materials that include the specific accessibility supports that the students they serve need. For example, if a district serves students who require audio description as an alternate format outlined in their IEP, they will have information about whether audio descriptions are consistently provided prior to purchasing the program. This information allows districts to verify the assurances made by publishers when selecting their instructional materials.

Lastly, accessibility makes for a better experience for everyone regardless of disability status. An accessible and flexible digital program, for example, will help individuals with slow internet connections or temporary injuries, such as a broken arm, access the content with equivalent ease of use as their peers.

FISCAL ANALYSIS

The proposed revision does not fiscally impact the Oregon Department of Education (ODE). No additional funding or staffing is required from ODE.

Oregon State Board of Education
October 19, 2023

AGENDA ITEM: Instructional Materials Accessibility (OAR 581-011-0087 & 581-022-2350)

Many publishers have ACR available, and would not be fiscally impacted. However, publishers that do not currently have the report available would incur a cost. The approximate cost of the report varies based on the technical complexity of each program as well as the quantity of content that needs to be reported on. During engagement, it was reported that the cost is not anticipated to present a barrier for organizations that need to generate the ACR.

The proposed rule change requires that materials adopted through the independent adoption process include an ACR that remains on file at the district office. This rule does not include the third-party requirement so as to not negatively impact districts that are independently adopting materials generated at the local level and would not have a corresponding publisher to provide the report.

This proposed rule change may fiscally benefit districts by preventing them from procuring materials that do not meet accessibility standards. Inaccessible materials require remediation by the district, or a contracted party, which often is time consuming and costly. By providing information about accessibility before procurement of the materials, districts may save money on the remediation process.

EFFECT OF A "YES" OR "NO" VOTE

YES – OAR 581-011-0087 & 581-022-2350 will be revised to require an Accessibility Conformance Report be provided for future instructional materials adoption.

NO – Rules will remain the same and ODE will not require Accessibility Conformance Reports for future instructional materials adoptions.

STAFF RECOMMENDATION

☐ Approve **X** Approve next month ☐ No recommendation at this time
Prompted by: ☐ State law changes ☐ Federal law changes ☐ other

ATTACHMENTS

Attachment 1: Accessibility Conformance Report Feedback Spreadsheet

OAR 581-011-0087

1) As indicated in OAR 581-011-0050(1) and (2), Instructional materials are defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. Instructional Material may include digital content or software in a format such as electronic and internet or web-based materials or media.

(2) Contract, review, and evaluation process involving digital, electronic, or web-based materials and media shall be the same as print materials.

(3) As stated in OAR 581-011-0086, the State Board of Education must approve the request of a publisher to substitute a more recent edition or version of any officially adopted material. However, software updates that improve functionality, performance, or accuracy are allowed if approved by the Department of Education. New and revised editions or versions must be sold at the same or lower price as those previously approved.

(4) According to ORS 337.060 a publisher or other supplier who submits a proposal under 337.060 is required to pay a fee equal to the retail price expended by a school district during the length of the contract period, or $50, whichever is greater, for each title or item of instructional material proposed by the publishers or supplier for review and adoption by the Board. Bid proposals must include available retail price structures such as per-student, per-computer, subscription and other unit price structures and may include models where the cost is divided over multiple years and paid annually (as opposed to a single payment). Bid proposal fees are payable prior to consideration of the proposal. 2063

(5) Materials that comply with the interoperability standards can be considered for adoption according to ORS 337.075.

(6) Materials shall be accessible consistent with OAR 581-015-2060, 581-022-2355, 581-022-2340, 581-022-2360, 581-011-0052 and compliant with all state or federal laws regarding accessibility. A publisher that offers digital, electronic, or web-based materials must provide an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508. The report must be prepared by an independent third party and be based on an audit testing a random sampling of each different type of electronic component as outlined in each circular of information.

(7) Materials cannot include free or gratis equipment such as computer hardware, technology devices or equipment, which are intended to deliver or display the material but which are not instructional materials. This includes but is not limited to computers, laptops, handheld devices, microscopes, CD/DVD players, overhead or LCD projectors, electronic whiteboards, phone/music/transmitting and listening devices, and cameras.

(8) In accordance with ORS 337.090, if any publisher fails to carry out the provisions of the contract or with the intent to evade the provisions of the contract, sells any of the materials in this state at prices higher than specified in the contract of the publisher, the Board may, on behalf of the state, rescind the contract and notify the publisher thereof, or bring the appropriate action or suit to enforce the provisions of the publisher's bond or letter of credit, payable to the State of Oregon for the benefit of the Common School Fund.

OAR 581-022-2350

Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions. In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

(1) The subject, category, and grade level(s) in which the instructional materials will be used;

(2) The title of the instructional materials;

(3) The publisher of the instructional materials;

(4) The copyright date of the instructional materials;

2064

(5) The date on which the district intends to install the instructional materials for use in the school system; and

(6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

(7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

(8) Digital, electronic, or web-based materials must include an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508.

Early Learning Transition Check In: A Collaborative Engagement with Community

2065

Oregon State Board of Education

Sody Fearn, Karina Guzmán Ortiz, Andrea Lockard and Dan Farley

October 19, 2023

Previous Version of OKA

Early Learning Transition Check-In:
A Collaborative Engagement with Community

Early Literacy - Early Numeracy - Approaches to Learning

2066

Brief History of Kindergarten Assessment

Early Learning Transition Check-In:
A Collaborative Engagement with Community

2011
Requirement for statewide assessment at Kindergarten

Fall 2012
Pilot of KRA
13 SD across Oregon
1200 students

Fall 2013
First Year of Statewide Implementation

Fall 2014 & 2015
Modifications to Early Literacy measure for Spanish Speaking English Learners

Fall 2016-2019
Change Spanish measure to just sound recognition; all materials became non-secure

2020 & 2021
Oregon State Board Temporarily suspends KA

Present
ODE and DELC launch ELTC; SBE adopts updated language to OAR 581-022-2130

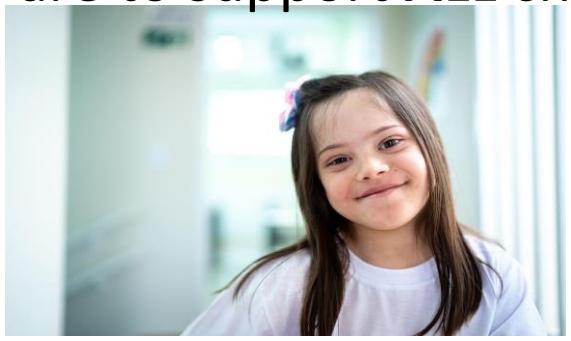
2067

Early Learning Transition Check-In: A Collaborative Engagement with Community

Early Learning Transition Check-In:
A Collaborative Engagement with Community

- Community engagement in **co-creation**, a **reimagined** process
- ODE and DELC are working in collaboration to **respond to historical concerns** about the former Kindergarten Assessment
- **Shifting focus away from children's "readiness"** for Kindergarten
- Creating a way to look at how **prepared** educators, schools, districts, communities, and **systems** are to support **ALL** children and families

2068



Advisory Panel Composition

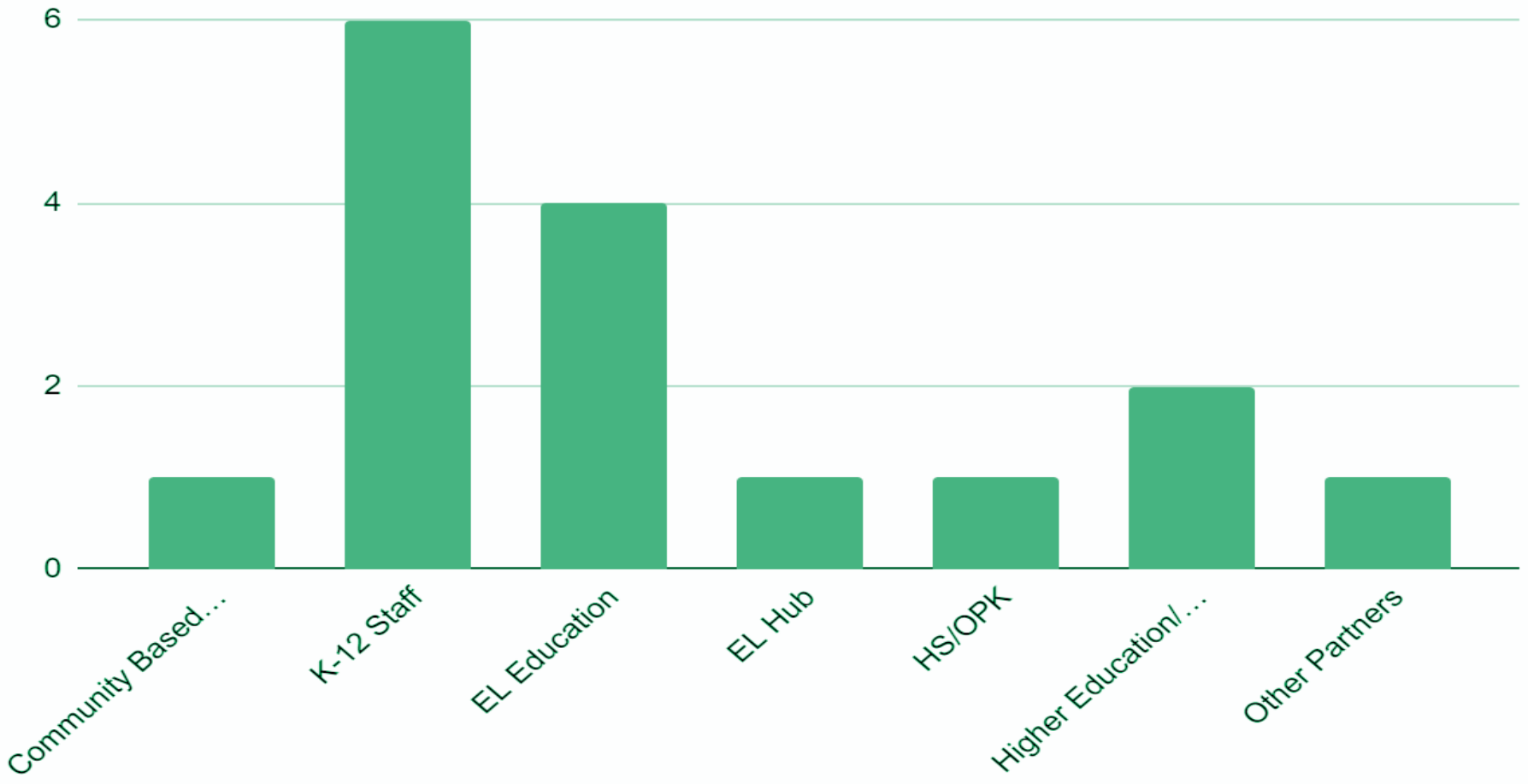
Early Learning Transition Check-In:
A Collaborative Engagement with Community

- A strong equity lens
- Represent Oregon's diverse communities, including those who identify as Black, American Indian/Alaska Native, Latino/a/x and other people of color
- Represent different regions around the state
- Have experience delivering the Kindergarten Assessment and/or have used the Kindergarten Assessment data to inform classroom practices and educational systems

2069

Advisory Panel Member Composition

Early Learning Transition Check-In:
A Collaborative Engagement with Community



2070

Family Conversation

- Each fall, Kindergarten educators will meet individually with each family entering their classes.
- The Family Conversation is a tool to support educators' conversations with families.

What it does:

- Collects information about families' early learning and care experiences
- Builds relationships among educators, parents/caregivers, and children

2071

How it advances equity:

- Takes a more holistic view of children
- Provides context about families
- Shifts focus off children's "readiness"

Alignment to Raise Up Oregon 2.0

Early Learning Transition Check-In:
A Collaborative Engagement with Community

Supports all three systems goals by providing needed data to help support the understanding of where gaps in access, services, and programs exist

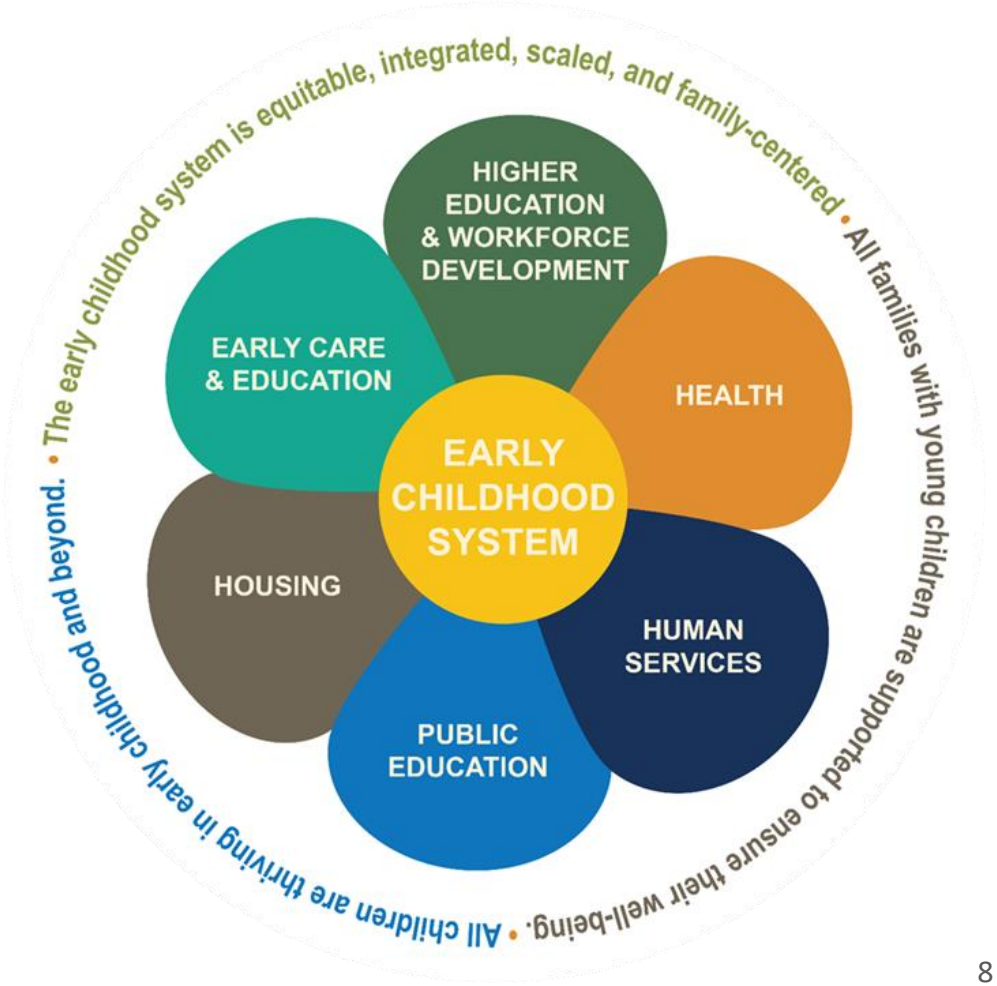
OBJECTIVE 2: Multi-agency partnerships are developed at the state and local levels to systematically support improved outcomes and streamlined access for all young children and their families.

OBJECTIVE 3: Early Learning Hubs are leveraged and resourced to advance regional early childhood systems that are equitable, integrated, accessible, inclusive, and family centered.

OBJECTIVE 5: Families with young children are supported in knowing about and accessing a full range of services that meet their needs and are culturally and linguistically responsive.

OBJECTIVE 10: All parents and families are supported and engaged in enabling their children to thrive.

OBJECTIVE 16: Children and families experience supportive transitions and continuity of services across early learning and care and public education (K-12) settings.



2072

OREGON DEPARTMENT OF EDUCATION

Early Learning Transition Check-In:
A Collaborative Engagement with Community

Responding to Community

2073

Oregon Department of Early Learning and Care

Oregon's Kitchen Table Recommendations: Spring 2023

Early Learning Transition Check-In:
A Collaborative Engagement with Community

Ensure timely communication with educators and families;

Provide opportunities for follow-up with families; and

2074

Put questions regarding pre-kindergarten care, programs, and services into context;

Strengthen culturally-specific outreach to families.

Implemented Changes: Fall 2023

Early Learning Transition Check-In:
A Collaborative Engagement with Community

Communication

Name Change

2075

Clear early and often in different ways as possible

Opportunities for educators to ask clarifying questions directly to ODE and DELC staff

Implemented Changes: Fall 2023

Early Learning Transition Check-In:
A Collaborative Engagement with Community

Refine Professional Learning Materials

Clear Purpose

Facilitation Guide

2076

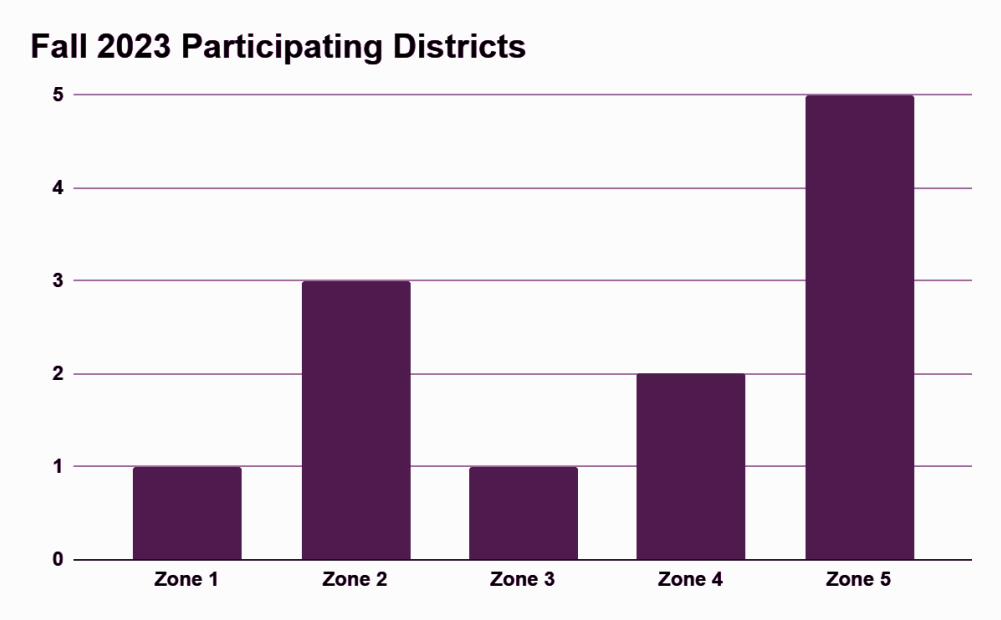
Researcher Techniques

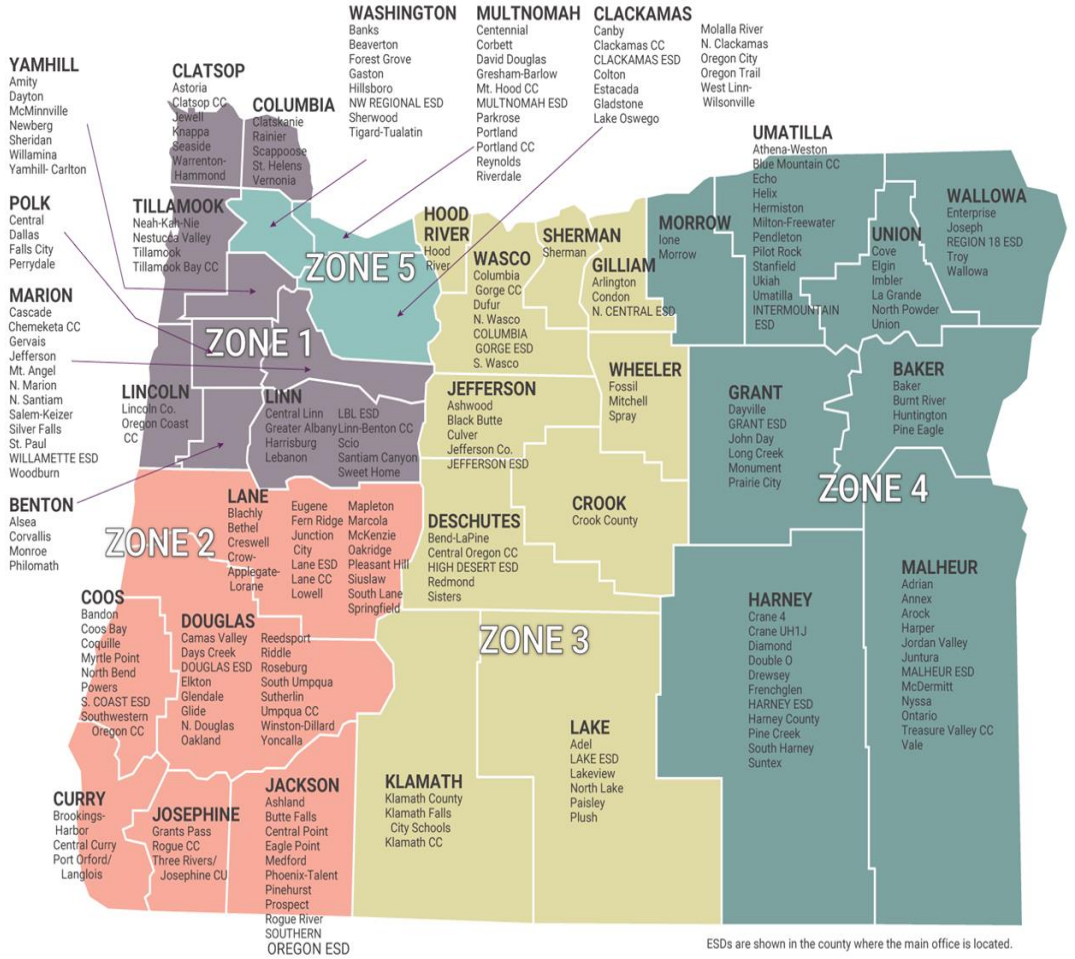
Video Recording

Pilot School Districts 2023

Early Learning Transition Check-In:
A Collaborative Engagement with Community

- 12 School Districts; 34 Schools
- All Five OASBO Zones represented





2077

What story is the data telling us?

2078

Early Learning
Transition Check-In:
A Collaborative Engagement with Community

Overall

- Families value the opportunity to share about their child
- Educators value the opportunity to meet with families
- Transformational shift

2079

friends
learning
social
reading
writing
good
hope
ready
child
write
new
confidence
socialization
fun
grow
comfortable
continue
develop
emotional
others
kids
makes
speech
independent
academics
english
kindergarten
class
numbers
making
love
happy
socially
academically
listening
much
start
shy
needs
time
excited
improve
structure
education
sounds
also
person
better
strong
thrive
feel
peers
gets
name
lot
understand
spanish
independence
safe
coming
socialize
likes
know
enjoy
letters
positive
open
friendships
hoping
student
come
becomes
excel
shell
catch
math
listen
healthy
stay
family
along
sister
age
grade
amp
work
hopes
experience
academically
preschool
parents
students
working
keep
dream
recognize
counting
directions
first
dad
see
enjoys
things
gain
break
follow
sometimes
right
talk
sharing
getting
adjusts
letter
question
build
share
challenged
practice
respectful
left
anyone
end
move
structured
classroom
therapy
smart
ask
grows
building
last
way
speak
going
now
adults
routine
listener
personal
continues
participate
speaks
literacy
spelling
pay
voice
anxiety
confident
communication
success
motor
dreams
ella
stated
grandma
went
pronunciation
authority
talking
potential
mating
relationships
task
transition
communicate
comes
bit
starting times
succeed
become
words
home
n/a
successful
less
loves
feelings
outgoing
self
help
finc
little
day
count
used
environment
socializing
best
abcs
feels
focus
control
hard
goals
interaction
routines
eager
forming
everything
knowing
picks
typical
already
standards
track
speaking
foundation
community
improves
emotions
experiences
looking
bubble
blossom
alphabet
really
life
just
ready
teacher
engaged
improving
people
progress
boundaries
meet
always
basics
information
space
change
opportunity
behavior
interact
cant
dog
shyness
abc's
dos
asked
hold
struggles
1st
friend
playing
groups
overall
questions
support
still
reach
full
pencil
oregon
regulate
helps
accustomed
older
finds
different
everyone
productive
potential
coming
starting times
preschool
parent
following
growth
less
put
feelings
loved
great
los
subjects
around
kid
creativity
ability
frustrated desires
bored
sharing
adjusts
one
anyone
left
move
end
structured
classroom
stop
focused
stay
healthy
find
languages
connect
enjoying
closing
basic
future
children
clear
forward
handle
abc
excels
public
transition
communicate
comes
bit
starting times
succeed
become
words
home
n/a
successful
less
loves
feelings
outgoing
self
help
finc
little
day
count
used
environment
socializing
best
abcs
feels
focus
control
hard
goals
interaction
routines
eager
forming
everything
knowing
picks
typical
already
standards
track
speaking
foundation
community
improves
emotions
experiences
looking
bubble
blossom
alphabet
really
life
just
ready
teacher
engaged
improving
people
progress
boundaries
meet
always
basics
information
space
change
opportunity
behavior
interact
cant
dog
shyness
abc's
dos
asked
hold
struggles
1st
friend
playing
groups
overall
questions
support
still
reach
full
pencil
oregon
regulate
helps
accustomed
older
finds
different
everyone
productive
potential
coming
mating
relationships
task
transition
communicate
comes
bit
starting times
preschool
parent
following
growth
pronunciation
authority
talking
grandma
went
stated
tribal
ella
friendships
dreams
okay
ask
grows
building
last
way
speak
going
now
adults
routine
listener
personal
continues
participate
speaks
literacy
spelling
pay
voice
anxiety
confident
communication
success
motor
open
positive
letters
enjoy
likes
know
smart
shell
catch
classroom
becomes
excel
therapy
math
listen
healthy
stay
family
along
sister
age
grade
amp
work
hopes
experience
academically
preschool
parents
students
working
keep
dream
recognize
counting
directions
first
dad
see
enjoys
things
gain
break
follow
sometimes
right
talk
sharing
getting
adjusts
letter
question
build
share
challenged
practice
respectful
left
anyone
end
move
structured
classroom
stop
focused
stay
healthy
find
languages
connect
enjoying
closing
basic
future
children
clear
forward
handle
abc
excels
public
transition
communicate
comes
bit
starting times
succeed
become
words
home
n/a
successful
less
loves
feelings
outgoing
self
help
finc
little
day
count
used
environment
socializing
best
abcs
feels
focus
control
hard
goals
interaction
routines
eager
forming
everything
knowing
picks
typical
already
standards
track
speaking
foundation
community
improves
emotions
experiences
looking
bubble
blossom
alphabet
really
life
just
ready
teacher
engaged
improving
people
progress
boundaries
meet
always
basics
information
space
change
opportunity
behavior
interact
cant
dog
shyness
abc's
dos
asked
hold
struggles
1st
friend
playing
groups
overall
questions
support
still
reach
full
pencil
oregon
regulate
helps
accustomed
older
finds
different
everyone
productive
potential
coming
mating
relationships
task
transition
communicate
comes
bit
starting times
preschool
parent
following
growth
pronunciation
authority
talking
grandma
went
stated
tribal
ella
friendships
dreams
okay
ask
grows
building
last
way
speak
going
now
adults
routine
listener
personal
continues
participate
speaks
literacy
spelling
pay
voice
anxiety
confident
communication
success
motor
open
positive
letters
enjoy
likes
know
smart
shell
catch
classroom
becomes
excel
therapy
math
listen
healthy
stay
family
along
sister
age
grade
amp
work
hopes
experience
academically
preschool
parents
students
working
keep
dream
recognize
counting
directions
first
dad
see
enjoys
things
gain
break
follow
sometimes
right
talk
sharing
getting
adjusts
letter
question
build
share
challenged
practice
respectful
left
anyone
end
move
structured
classroom
stop
focused
stay
healthy
find
languages
connect
enjoying
closing
basic
future
children
clear
forward
handle
abc
excels
public
transition

2080

Educator Quotation

Early Learning Transition Check-In:
A Collaborative Engagement with Community

"I am so excited about this shift. We have done family conversations for years, and the impact it has and tone it sets from the start is incredible. I love listening to families tell us about their hopes and dreams and fears and welcome them to our school family! Can you imagine the cultural shift we could make statewide when all families entering school have an opportunity to meet with their school/teachers one-on-one from the start. So exciting!"

2081

Family Quotations

Early Learning Transition Check-In: A Collaborative Engagement with Community

“Me sorprendio porque con ninguno de mis otros hijos me llamaron para hacerme estas preguntas departe de un maestro, y este hijo que está en kindergarten es el tercerniño, y aunque ya la conozco a la maestra, nunca había estado tan cerca del niño.” (English: “Also surprised. Hadn’t called me for my other two kids. I know the teacher, but I’ve never been in relationship like this with them.”

2082

“I was nervous, but also excited to meet her and tell her about my child.”

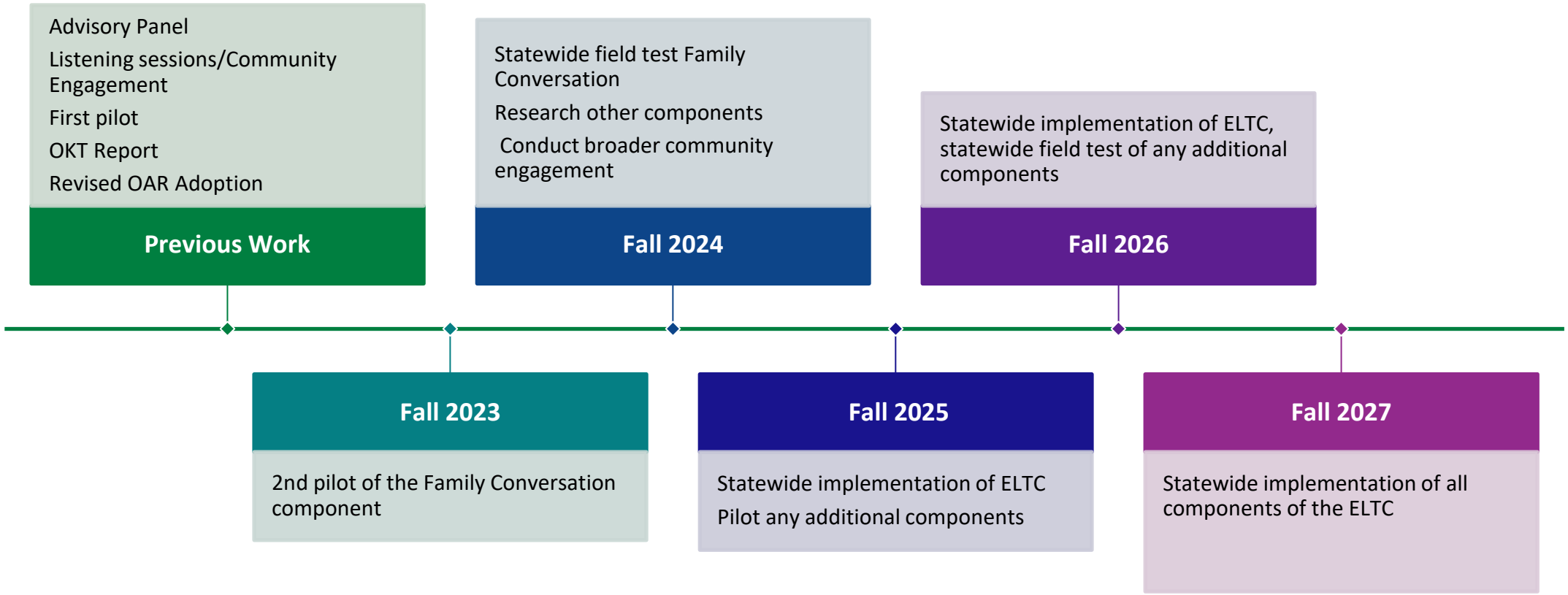
“I think the holistic picture is so important to support a child’s ability to learn.”

Ongoing Project Components

Early Learning Transition Check-In:
A Collaborative Engagement with Community

- Regional Partner and Culturally Specific Engagement
- Advisory Panel
- Promoting Family Conversation
- Data Analysis
- Training Materials
- Piloting component(s)

Estimated Timeline



Many thanks!

Early Learning Transition Check In Website:
https://oregonearlylearning.com/PreKCheckin

2085

Email: PreKCheckin@ode.oregon.gov