



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, March 14, 2024

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. **Presentation from Oregon's 2024 Kid Governor**
Time: 9:05 AM
 - C. **Board Member Reports**
Time: 9:20 AM
 - D. **Break**
Time: 10:10 AM
 - E. **Director's Report** **3**
Time: 10:15 AM
- 2. **Public Comment**
Time: 10:45 AM
 - A. The State Board of Education will hold space for virtual public comment. **9**
Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook.
- 3. **Consent Agenda**
Time: 11:10 AM
- 4. **Adoptions**
 - A. Early Literacy Success Initiative - Community Grants, Tribal Grants, and School District Grants **17**
Time: 11:15 AM
Carmen Xiomara Urbina, Office of the Director
- 5. **Break for Lunch**
Time: 12:00 PM
- 6. **Adoptions (continued)**



A. Summer Learning Formula and Applications: Temporary Rules	93
<i>Time: 1:00 PM</i>	
Liz Ross and Raquel Gwynn, Office of Teaching, Learning, and Assessment	
7. <u>First Readings</u>	
A. Safe School Culture Grant	117
<i>Time: 1:15 PM</i>	
Carmen Xiomara Urbina, Office of the Director and Michael Elliott, Office of Finance and Information Technology	
B. Community Eligibility Provision (CEP) Incentive Program Rule Revision: OAR 581-051-0610	137
<i>Time: 1:20 PM</i>	
Jessica Visinsky, Child Nutrition Team	
C. Recovery Schools	143
<i>Time: 1:25 PM</i>	
Kate Pattison, Office of the Director	
D. Prevention Education in Drugs and Alcohol Rule Update: OAR 581-022-2045	157
<i>Time: 1:55 PM</i>	
Suzanne Hidde, Susan Payne, and Alexa Pearson Office of Teaching, Learning, and Assessment	
E. Professional Learning Criteria to Support Inclusive Social Science Instruction	176
<i>Time: 2:15 PM</i>	
Alexa Pearson and Amit Kobrowski, Office of Teaching, Learning, and Assessment	
F. House Bill 2281 Implementation: Civil Rights Coordinators	196
<i>Time: 2:35 PM</i>	
Kate Hildebrandt, Marinda Peters, and Taylar Lewis, Office of the Director	
G. Proposed Changes to the Program Budgeting and Accounting Manual (PBAM) for 2024-2025	209
<i>Written Report Only</i>	
8. <u>Adoptions (continued)</u>	
A. Policies and Procedures Updates	312
<i>Time: 2:55 PM</i>	
9. <u>Adjourn</u>	
<i>Time: 3:15 PM</i>	

ODE's Legislative Agenda For The 2024 Legislative Session

- HB 4082: Summer Learning ✓
- SB 1532: Immigrant & Refugee Student Success Plan ✓

3



✓ = Passed

Budget Highlights in 2024 Session

- **HB 5204: Public Safety & Behavioral Health Omnibus Package**
 - Opioid-abuse prevention to continue the work of SB 238 (2023)
 - Will develop curriculum with 2-3 lessons per grade and adapt supplements to Oregon context; provide professional learning; and create a social media campaign for students

Budget Highlights in 2024 Session

- **SB 5701: End of Session Budget Bill**

- **Early Intervention/Early Childhood Special Education (EI/ECSE):** Increased funding due to the growth of caseloads, which were severely impacted during the pandemic
- **Early Literacy: Community / Tribal Grants:** Strengthen and expand community-based services, supports for parents as their children's first teachers, and sovereign tribal nations to support indigenous language development 5
- **Investigations staffing:** Support ODE's ability to respond to complaint appeals, ensuring a faster resolution for students and ensuring that our public schools are safe spaces for all students to learn
- **Transformative Social Emotional Learning (TSEL) curriculum:** Create instructional materials by grade band and develop a professional learning scope and sequence with supportive tools for facilitation

Budget Highlights in 2024 Session

- **SB 5701: End of Session Budget Bill**

- **Community Care Demonstration Project:** Provides school-based linguistically and culturally responsive health and mental health supports and system navigation to students and their families
- **Special Education educator payments:** Provides stipends to licensed educators and classified school employees working in special education during the 2024-25 school year
- **Child Nutrition Program - Family Day Care Homes:** Provides funding for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating childcare centers, day care homes, and adult day care centers

Budget Highlights in 2024 Session

- **SB 5701: End of Session Budget Bill**
 - **Fiscal Transparency & Accountability dashboards:** Strengthen transparency efforts by making budget information that the State already collects from districts more accessible and easier to understand in a financial dashboard
 - **State School Fund Modernization:** Increased funding for business analysis of ⁷ the State School Fund Modernization Project
 - **Summer Electronic Benefits Transfer program:** Increased funding for operations for the Summer Electronic Benefits Transfer program to reduce hunger and food insecurity for children

Other Education Policy Bills Passed This Session

- SB 1502: School Board Transparency
- SB 1552: Education Omnibus
- SB 1558: SB 819 Technical Fix
- HB 4084: Foster Care Pilot
- HB 4137: IB Reciprocity
- HB 4147: Stop Arm Cameras
- HB 4160: SB 155 Definition Change⁸





STATEWIDE OFFICE

101 SW Market St.
Portland OR 97201

971-634-1634 main
971-634-1631 fax
877-598-4633 toll-free
smartreading.org

REGIONAL OFFICES

Baker, Gilliam, Hood
River, Morrow, Umatilla,
Wallowa & Wasco
541-436-5457

Benton, Lane & Linn
541-600-8035

Children's Book Bank at
SMART Reading
(warehouse)
503-616-3981

Clackamas, Clatsop,
Multnomah &
Washington
971-634-1628

Coos & Curry
541-266-7476

Crook, Deschutes,
Grant, Harney &
Jefferson
541-797-7726

Douglas
541-672-6477

Jackson & Josephine
541-734-5628

Klamath & Lake
541-273-2424

Lincoln, Marion, Polk,
Tillamook & Yamhill
503-391-8423

March 6, 2024

Dear Members of the State Board of Education,

SMART Reading cheered on the passage of the Early Literacy Success Initiative as a needed investment in our state's youngest learners – and one that aligns with our vision of an Oregon where all children can realize their full potential through reading.

SMART is a proven, nationally recognized early literacy organization that reaches over 20,000 PreK to third-grade children each year with two research-based strategies for literacy success: shared reading time (primarily via one-on-one reading sessions with trained volunteers) and books to keep.

SMART strongly supports science-based reading. Many of our longstanding strategies utilized by volunteers over the last 32 years are in alignment with and support science-based instruction methods. Our work has always been to support and complement the instruction happening in the classroom. And, with increasing momentum and data being released around the science of how young children most effectively learn to read, we have named the deepening of our work in science-based reading as a priority in our 2023-2025 strategic plan.

In its intended, gold-standard practice, our standard delivery model engages students in one-on-one reading sessions with trained volunteers twice per week. At the local site level, educators may opt to serve students once per week depending on the needs of their students, and to serve more children. In SMART reading sessions, students build background knowledge, vocabulary, familiarity with language structures, verbal reasoning and comprehension skills, phonological awareness, and more. They also choose two books each month to keep from a large collection of high-quality, inclusive titles, totaling up to 14 annually.

With an established presence in 31 of Oregon's 36 counties and three Tribal Nations, SMART Reading has the statewide infrastructure and longstanding relationships with nearly 300 elementary and preschools to be a strong partner to the state in implementing the early literacy initiative.

As you are finalizing the rules for the Community Grants, we hope you'll keep programs like SMART Reading in mind as essential community partners. We share your deep commitment to ensuring Oregon children have the skills and support they need to be strong, confident readers and we stand ready to bring our resources and expertise to the table in support of the state's efforts to improve early literacy.

Sincerely,

Jessica Bowersox
Executive Director

From: [Marjory Morford](#)
To: [StateBoard Public Email](#)
Subject: I support SMART Reading.
Date: Thursday, March 7, 2024 12:02:48 PM

You don't often get email from marjorymorford@gmail.com. [Learn why this is important](#)

Dear Members of the State Board of Education,

I am a strong advocate for early literacy and a longtime supporter of SMART Reading, a nationally-recognized Oregon nonprofit with a mission to spark joy and opportunity through the magic of a shared book.

Through my involvement with SMART, I've seen firsthand the power of reading and the important role it plays in helping kids succeed in school and beyond. Each year, SMART reaches over 20,000 PreK to third-grade children with two research-based strategies for literacy success: shared reading time with trained volunteers and books to keep.

SMART strongly aligns the legislature's focus on science-based reading. For over 32 years, the organization has trained volunteers using strategies that are proven to boost reading motivation, and reinforce fundamental elements of literacy such as vocabulary, comprehension, verbal reasoning, language structures, and more. I also love that all of the children take home up to 14 books during the year, which aligns with research showing the benefits of book ownership.

I am glad that the state is directing needed resources to helping ensure Oregon kids have the support they need to become strong readers. As you are finalizing the rules for the Community Grants, I hope you'll keep established programs like SMART Reading in mind. SMART has the experience, relationships with educators, and statewide footprint to be a valuable partner in implementing the early literacy initiative.

Thank you for your consideration!

Sincerely,

Marjory S Morford

From: [Dana Hepper](#)
To: [StateBoard Public Email](#)
Cc: [Dana Hepper](#)
Subject: Testimony - 7D Early Literacy Success Initiative
Date: Thursday, February 15, 2024 10:16:22 AM

You don't often get email from dana@childinst.org. [Learn why this is important](#)

The Children's Institute is excited for the opportunity presented with the investment in the School District Grants for Preschool through 3rd grade students.

Literacy starts long before kindergarten, and the legislation to create this program clearly recognized the importance of these early years. Vocabulary and social-emotional skills in preschool are stronger predictors of later literacy skills than letter names and sounds. We won't achieve 3rd grade literacy outcomes without clear action grounded in research for what works for preschool-age children.

We urge the State Board of Education to strengthen the true inclusion of preschool age children in this rule set. Specifically:

- We cannot wait to include preschool-age children in the funding distribution to school districts. We must act with urgency to ensure preschool children served by school districts are funded to receive supports and receive those supports. If we lack perfect data, we can start with self-attestation by school districts (with auditing) as we build data sharing. This change should be made to the rule set this year and not kicked down the road.
- This rule set must make clear that these funds can be used to purchase and implement quality, developmentally appropriate curriculum for preschool age classrooms. This curriculum should be aligned with K-3 curriculum to ensure long-term gains are maximized.

Finally, grounding this work in the research on what will make an impact on children can't end with the Preschool age group. Our K-3 commitment must also align with the research if these dollars are to fruit the results our children deserve. To that end, groups for intensive tutoring should be limited to 4 children, not 6. We should also ensure that allowing tutoring to happen after school doesn't

weaken the impact. [Research shows](#) tutoring offered after school has attendance issues, particularly among students who'd most benefit from attending. The research on Saga tutoring in New Mexico found: *"Researchers concluded that after-school tutoring wasn't a "viable solution for making a sizable and lasting impact." The state has since switched to scheduling tutoring during the school day.*" Community partners should be invited and funded to provide this tutoring during the school day.

Dana Hepper (she/her)

Director of Policy & Advocacy

Children's Institute

Mobile: 971.506.3262 | Main: 503.219.9034

[Visit](#) | [Subscribe](#) | [Listen](#) | [Donate](#)



**COALITION OF
OREGON SCHOOL
ADMINISTRATORS**



OAESD
OREGON ASSOCIATION OF
EDUCATION SERVICE DISTRICTS



OREGON
SCHOOL
BOARDS
ASSOCIATION

Date: March 14, 2024

To: Oregon State Board of Education

From: Parasa Chanramy, Coalition of Oregon School Administrators
Ozzie Rose, Oregon Association of Education Service Districts
Efren Zamudio, Oregon School Boards Association

Subject: Agenda Item 4.A. Early Literacy Success Initiative - Community Grants, Tribal Grants,
and School District Grants

Dear Chair Martinez Zapata, Vice Chair Scurlock, and Members of the Oregon State Board of Education:

On behalf of the Coalition of Oregon School Administrators, Oregon Association of Education Service Districts, and Oregon School Boards Association, we submit this letter urging you to adopt the proposed rules regarding the Early Literacy Success Initiative.

Collectively, our members lead 197 school districts and 19 education service districts (ESDs) that serve over half a million students in Oregon.

Throughout the rulemaking process, our organizations and members have had the opportunity to engage in the technical Early Literacy Rules Advisory Committee, as well as the Department's Standing Rules Advisory Committee process.

This latest version of the proposed rules include a few key changes. For example:

- Prekindergarten instructional materials as an allowable use of funds so long as they meet criteria determined by the Department of Early Learning and Care.
- Technical fixes around references to 4th and 5th grade beyond the 2023-25 biennium to align with the scope of House Bill 3198.
- Inclusion of Prekindergarten in Definition of "Students with Disabilities."
- Eligibility of Education Service Districts (ESDs) who house an early learning hub and/or meet the definition for "Provider of Early Learning Services."

In our last letter to the Board (dated February 15, 2024), we provided feedback on the Early Literacy Community Grant Eligibility section. We believe that this additional definition of "Providers of Early Learning Services" would permit Education Services Districts that meet this definition.



COALITION OF
OREGON SCHOOL
ADMINISTRATORS



OAESD
OREGON ASSOCIATION OF
EDUCATION SERVICE DISTRICTS



(29) "Provider of Early Learning Services" means a public or non-profit entity that provides education and learning opportunities for children in grades pre-Kindergarten to third grade through the provision of services that:

- (a) supports families, caregivers, and community members to incorporate research-aligned early learning practices outside of the school day; or*
- (b) a program that directly provides research-aligned early learning services outside of the school day.*

With this definition, an ESD that meets these requirements would be eligible to apply for the Community Grant.

We really appreciate the Department working with us after the last State Board meeting to discuss how ESDs around the state are supporting early literacy efforts, and which ESDs may be considered as an eligible entity given the intent and scope of the law.

Once again, we want to thank the Department for their incredible work and partnership in helping implement HB 3198 – from their guidance and rulemaking process to technical assistance and on-going support.

Thank you again for your service and for taking the time to review our letter of support. We look forward to continuing our work and partnership together in order to ensure that all students in Oregon achieve literacy success and more.



Coalition of Oregon School Administrators
707 13th Street SE, Ste. 100
Salem, Oregon 97301
Phone 503-581-3141
www.cosa.k12.or.us

Date: March 14, 2024
To: Oregon State Board of Education
From: Parasa Chanramy, Coalition of Oregon School Administrators
Subject: 6.A. Summer Learning Formula and Applications: Temporary Rules

Dear Chair Martinez Zapata, Vice Chair Scurlock, and Members of the Oregon State Board of Education:

On behalf of the Coalition of Oregon School Administrators, we submit this letter to share our support for the temporary rules related to the summer learning grants.

During the 2024 Legislative Session, we worked with the [Governor's Office, the Oregon Department of Education, education system partners, community organizations, philanthropic partners, and a bipartisan group of Oregon lawmakers](#) to advocate for House Bill 4082 which invests funding for summer learning this year and establishes a workgroup that is tasked with developing recommendations around an Oregon 21st Century Community Learning Center Initiative aimed at addressing education disparities through expanded learning opportunities. The workgroup shall study and make recommendations around: equitable access, funding, standards, partnerships, and implementation best practices, and more.

[HB 4082](#) provides \$30 million for summer learning in 2024. Even though the summer learning investment was only partially funded (the original ask was \$50 million), our hope is that this targeted investment – along with the workgroup to develop a plan around expanded learning opportunities in the mid- and long-term – will help us secure more sustainable funding for summer learning in 2025 and beyond.

These temporary rules before you are an important step in establishing ODE's approach to: prioritizing eligible applicants using a funding formula model; setting funding tiers for Education Service Districts based on the number of students they serve; and providing clarification on minimum and maximum grant allocations.

And finally, as many of you know, the timing of when the funding is available matters. Summer learning dollars need to get out the door sooner rather than later so that our districts, ESDs, and public charter schools have time to plan and develop programs with our partners; hire and support staff; and reach out to and connect families with programming that meets their students' needs, especially the needs of our focal student populations.

Thank you for your time and consideration. Please vote yes on the temporary rules related to summer learning today.

To: Oregon State Board of Education
From: David Wieland, Partners for a Hunger-Free Oregon
School Meals for All Coalition Members
RE: OAR 581-051-0610: Community Eligibility Provision Incentive Program
Date: March 14, 2024

Dear Chair Martinez Zapata, Vice Chair Scurlock, and Members of the Oregon State Board of Education:

On behalf of members of the School Meals for All Coalition in Oregon, we are writing in support of the proposed rule revisions to OAR 581-051-0610 to match federal Community Eligibility Provision (CEP) definitions and expand access to the state CEP Incentive, in line with the Student Success Act.

Our coalition firmly believes that no student should go hungry during the school day, regardless of where they live in the state. The Student Success Act was designed and intended to improve access and opportunities for students, with a focus on those students who have been historically underserved in the education system. Though small, this rule change will represent a significant opportunity for school districts to participate in the CEP program, serving meals to all students at no cost. These changes will reduce stigma, create better learning environments, help students focus, advance equity, and reduce hunger in schools – advancing the implementation of the Student Success Act.

We have additional questions regarding the implementation of the program and the ability to maximize participation and we look forward to continued partnership with the State Board and ODE to ensure successful implementation.

Sincerely,

Partners for a Hunger-Free Oregon
Coalition of Oregon School Administrators
Oregon School Nutrition Association
American Heart Association



Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

<p>SUBJECT: Early Literacy Success Initiative - Community Grants, Tribal Grants, and School District Grants</p> <p>STAFF NAME & OFFICE: Office of Equity, Diversity, and Inclusion; Office of Indian Education; Office of Teaching, Learning, and Assessment; Office of Education Innovation & Improvement</p> <p>The Oregon Legislature passed HB 3198 during the 2023 session. The bill creates the Early Literacy Success Initiative, which includes Community and Tribal Grants as well as School District Grants. The proposed permanent rule set covers shared definitions in addition to specific rules for each of the three types of grants held by ODE. This is the second and more robust phase of the rule-making process. To date, only narrowly focused temporary fund administration rules for the school district grants were brought to the board in September 2023.</p> <p>X New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p>X Action <input type="checkbox"/> Temp Rule X Presentation <input type="checkbox"/> No Presentation</p>
--	--

BACKGROUND

History

In 2023, through the leadership of Governor Kotek, the Oregon Legislature established early literacy as a top priority. The legislature passed HB 3198 during the 2023 session, establishing the Early Literacy Success Initiative - and thereby three types of grants administered by ODE: Community Grants, Tribal Grants, and School District Grants. The bill also established the birth to five grants through the Department of Early Learning and Care (DELIC) to support early literacy during the first critical years of life. The rules coming before the Board today are focused on the Community, Tribal, and School District grants while DELIC is running a separate rule-making process for the birth to five grants.

The overall purpose of the Early Literacy Success Initiative is to:

- 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.

The legislation also requires alignment with the Student Investment Account (SIA) and other improvement strategies administered by the department. To that end, the proposed permanent rules are aligned to the greatest extent possible with the existing rules from both the SIA as well as the High School Success (HSS). This ensures alignment with existing programs – and also builds on lessons learned

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

from administering those two funding streams to date. This should also reduce administrative burden for grantees as they are familiar with similar rules for the SIA and HSS. Additionally, the department considered the strategies and rules for the Student Success Act Statewide Success Plans for focal student groups when drafting these rules.

At the center of this legislation are research-aligned literacy strategies, which are “... culturally responsive and relevant to diverse learners; based on long-term research derived from the science of reading and writing; and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.” In this prominent definition, the legislation puts equity and inclusion on equal footing with long-term research, thereby establishing the significance of literacy practices that support the whole child.

These permanent rules come after the adoption of narrowly focused temporary rules for fund administration for the school district grants only last fall. The temporary rules adopted in September 2023 are set to expire in March 2024.

Early Literacy Community Grants

The department will distribute Community Grant Funds through competitive grants from the Early Literacy Success Community Grant Fund to support early literacy success at home and in Oregon communities. The legislature will determine funding levels for 2023-25 pending the approval of the plan submitted in advance of the 2024 legislative session. The purposes of this grant program are to:

- Expand culturally and linguistically responsive early literacy programs for children in early elementary grades by:
 - Empowering family and caregiver engagement; and
 - Providing research-aligned professional training and coaching for direct service staff in early literacy.
- Develop and implement programs that engage parents and children in early elementary grades in early literacy that are available equitably and statewide.
- Provide high-dosage tutoring programs and training for qualified tutors to provide instruction in a manner consistent with research-aligned literacy strategies.

Early Literacy Tribal Grants

Through ODE’s Government to Government Education Cluster process and with guidance by the Governor’s Office (GO), the Early Literacy Success Initiative was brought to the Education Cluster prior to drafting the initial bill. Language, informed by Tribes, was added to the bill and rules:

- Tribal Grant set-aside funds for the nine federally recognized Tribes of Oregon;
- Continued communication and collaboration with the nine federally recognized Tribes of Oregon;
- Expand and develop language revitalization efforts by federally recognized Indian Tribes in this state.

The Oregon Department of Education will distribute non-competitive grants from the Early Literacy Success Community Grant Fund. The legislature will determine funding levels for 2023-25 pending the approval of the plan submitted in advance of the 2024 legislative session. The purposes of this grant program are to engage with each Tribe to co-create an Early Literacy Project Plan to:

- Expand and develop literacy and language revitalization efforts by Oregon’s federally recognized Tribes.

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

- Expand culturally and linguistically responsive early literacy programs for children in early elementary grades by:
 - Encouraging family and caregiver engagement; and
 - Providing research-aligned professional training and coaching for direct service staff in early literacy.
- Develop and implement programs that engage parents and children in early elementary grades in early literacy and that are available equitably and statewide.
- Provide high-dosage tutoring programs and training to tutors to qualify the tutors for instruction in a manner consistent with research-aligned literacy strategies.

Early Literacy School District Grants

The Oregon Department of Education will administer non-competitive, application-based, annual grant-in-aid to school districts and eligible public charter schools that are elementary schools to support comprehensive early literacy plans. There will be \$90 million for the 2023-25 biennium funded through the Statewide Education Initiatives Account. Allowable uses include:

- Professional development and coaching in research-aligned literacy strategies for teachers and administrators in early elementary grades.
- Extended learning programs that use research-aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors; including:
 - Home-based summer reading activities for students who need additional support and enrichment; and
 - Intensive summer school programs for students who need the most additional support and who receive at least 60 hours of direct literacy instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.
- High-dosage tutoring that integrates reading and writing and is delivered by a qualified tutor.
- The adoption and implementation of curricula that uses research-aligned literacy strategies.
- Literacy specialists, coaches or interventionists to support all of the above.

Purpose

The purpose of these rules is to provide clarity to support grantees in better understanding the statute, ultimately better supporting successful implementation of the three different grants.

There are several components to this rule set, which include:

- Early Literacy Grants: Definitions - rules detail shared definitions across all three types of grants unless stated otherwise
- Early Literacy Community Grants Program: Establishment - rules establish the grant program
- Early Literacy Community Grants Program: Eligibility - rules provide clarity on who is eligible to apply for the grant program
- Early Literacy Community Grants Program: Criteria - rules specify criteria for eligible entities to be considered for funding
- Early Literacy Community Grants Program: Funding - rules provide detail on budgets and indirect costs
- Early Literacy Community Grants Program: Reporting - rules name that recipients will need to report on program outcomes

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

- Early Literacy Tribal Grants - rules name that Tribal Grants will require communication and collaboration to develop Project Plan with the nine federally recognized Tribes of Oregon
- Early Literacy Success School District Grants: Grant Administration - rules provide clarity on prioritization, technical assistance, and effective dates of implementation
- Early Literacy Success School District Grants: Fund Administration - rules clarify how funds will be distributed, what happens with unspent funds or a charter closure, how recipients will receive funds, and match requirements
- Early Literacy Success School District Grants: Allowable Uses of Funding - rules provide specificity on several allowable uses

Engagement

The department planned and implemented robust engagement on the full set of draft permanent rules, including the launch of a technical Early Literacy Advisory, Tribal Education Cluster Government to Government engagement, and engagement with the Rules Advisory Committee.

Early Literacy Advisory

In October 2023, the department launched an invitation intended to reach leaders, practitioners, and organizations in Oregon who may have interest and/or be impacted by the process of developing OARs for the implementation of the Early Literacy Success Initiative. ODE sought to bring together a wide-array of perspectives from across the state in the short-term advisory. The Early Literacy Advisory consistently had 40-50 members in attendance at each of the five meetings, with representation from various roles and experiences across 19 counties in Oregon. The purpose of the Early Literacy Advisory was to offer knowledge, input, and recommendations on the rules, but ultimately was not a decision-making body.

The Early Literacy Advisory convened for the first time on October 16, 2023. In this meeting, members were provided with high-level context about the initiative and had an opportunity to share their hopes for the process and specific topics that needed rules before ODE began drafting the rules. The second advisory meeting was held on October 23, 2023, where the focus was on gathering more input on the topics that emerged as important for rule development in the first meeting. This was again before ODE started drafting any rules.

The third meeting on November 6, 2023 was the first time ODE brought draft rules to the advisory for feedback. A fourth meeting was held on December 4, 2023, where members got to provide another round of input and feedback on the next iteration of draft rules. In addition to being able to offer input during the call, members were also able to provide feedback asynchronously through a Smartsheet WorkApp or Google document through December 15, 2023. A fifth and final meeting was held on January 22, 2024 where another iteration of the draft rules were shared as well as rationale for certain decision points made since the fourth meeting. Members were able to continue to share input on the draft rules through January 25, 2024 via the Smartsheet WorkApp or Google document. Ahead of each presentation to the State Board, ODE has shared a brief message with Advisory members to share any key decisions made since the last iteration of rules - this has been done to support continued partnership and transparency in the process.

Government to Government

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

The State of Oregon has long recognized and emphasized the importance of continued communication and partnership with the nine federally recognized sovereign tribes in Oregon. This partnership has been solidified by a number of state legislative and executive actions beginning with SB 386 (1975), now ORS 172.100-.140, established the Legislative Commission on Indian Services “for the purpose of improving services with American Indians in the State of Oregon” and comprised of representatives of the nine tribes and members of the Legislative branch, making Oregon one of the first states in the nation to lead the way in this important work. In 1996, Governor Kitzhaber issued Executive Order (EO) No. 96-30, which formalized a government-to-government relationship between the State of Oregon and the nine tribes and established a framework for government-to-government communication and consultation on issues of mutual concern. The EO emphasized the importance of recognizing the tribes as sovereign nations and established a process which “can assist in resolving potential conflicts, maximize key inter-governmental relations and enhance an exchange of ideas and resources for the greater good of all of Oregon’s citizens, whether tribal members or not.” EO 96-30 was codified into law by the Legislature in SB 770 (2001), now ORS 182.162 to 182.168.

In addition to the mechanisms outlined in EO 96-30 and ORS 172.100-.140 and ORS 182.162-.168, the government-to-government relationship has also been facilitated through “clusters” comprised of representatives from the tribes and executive branch agencies organized to focus on specific areas of policy. The education cluster focuses on areas of partnership that expand along the education spectrum from early childhood to college. The clusters have been very successful at identifying potential areas of partnership and carrying out instrumental pieces of policy that help both the tribes and the state accomplish our educational goals.

The Office of Indian Education and GO engaged with the Education Cluster starting in June 2023 continuing to date. On December 5, 2023, ODE/GO brought forward draft rules to the Education Cluster for review/input with attention given to Early Literacy Tribal Grants. The tribes appreciated the input from this Advisory Committee and took input into consideration.

In early February, the GO also sent out communication to the Education Cluster on the current status of Early Literacy including draft rules seeking additional input and recommendations.

Rules Advisory Committee

Prior to bringing this proposed rule set to the State Board, the department also engaged with the Rules Advisory Committee (RAC). The original rule concept was presented at the November 2, 2023 meeting, with a first draft of the rule presented at the January 4, 2024 meeting and a second draft presented at the February 1, 2024 meeting. At both the January and February meetings, RAC members were given the opportunity to ask questions and provide oral and written feedback on the draft rules. On March 7, 2024, the draft rules were presented during the rules-at-a-glance section of the RAC.

SUMMARY OF PREVIOUS BOARD ACTION

Draft permanent rules for the Early Literacy Success Initiative came to the Board for a first read in February.

Oregon State Board of Education

MEETING DATE

AGENDA 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:

This section details feedback that ODE received through all of the engagement sessions and public comment at the first read, as well as how ODE responded to that feedback, including if any changes were made to the draft rules.

School District Grants

Core (or “Basal”) Instructional Materials for Prekindergarten

The previous proposed rules put forth a requirement that effective January 1, 2025, funds from this grant used for the adoption and implementation of core instructional materials may only be used for materials from the State Board of Education adopted list, as described in the section below. Public comment was received advocating for these rules to clarify that funds may be used towards high quality curriculum for prekindergarten. The rules presented for this second read include revisions that clarify prekindergarten instructional materials as an allowable use of funds so long as they meet criteria determined by DELC (the State Board of Education does not adopt materials for prekindergarten.)

Technical Fix Removing References to 4th/5th Grade for Beyond the 23-25 Biennium

The statute allows for funding of activities for 4th and 5th grade only in the 23-25 biennium. Revisions were made in the Fund Administration section to clarify this change beginning July 1, 2025. A similar correction was made in the definition of “Eligible Applicants for School District Grants.”

Inclusion of Prekindergarten in Definition of “Students with Disabilities”

Previous feedback from the literacy advisory committee included expanding the definition of “Students with Disabilities” to include preschool-aged children. The definition has been updated to do so and now includes a reference to the relevant statute defining preschool-aged children with disabilities.

Community Grants

Eligibility of Education Service Districts (ESDs) who house an early learning hub and/or meet the definition for “Provider of Early Learning Services”

Previous feedback from the literacy advisory committee, community engagement, and public comment included varying perspectives for the possibility of expanding eligibility to ESDs. ESDs may be eligible for Community Grants if they provide early learning services that meet the definition of “provider of early learning services” and/or house an early learning hub.

OTHER DECISIONS SINCE LAST BOARD MEETING

Future Exploration of Prekindergarten Inclusion in Funding Formula

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

Public comment was submitted that advocated for prekindergarten to be included in the funding formula. ODE consulted with DELC and determined that it is necessary to pursue additional evaluation of data quality, the impact of such data on the distribution of funds, and further engagement with partners on implications of such a change. For these reasons, ODE is not putting forth rules at this time to include prekindergarten in the funding formula. However, ODE and DELC are in alignment and agree with the need to consider prekindergarten enrollment as a potential future factor in allocation. As a next step, ODE and DELC will evaluate currently available prekindergarten data to determine ways to ensure accurate data sets and to assess the impact of adding prekindergarten data to the funding formula. ODE and DELC will make a final determination and if necessary, re-engage the permanent rule making process at a later date.

Note that this issue pertains only to prekindergarten data in the determination of allocation amounts to each grantee. Under the current rules, grantees *can still spend Early Literacy funds on* prekindergarten students within the allowable uses of the grant.

POLICY ISSUE OR CONCERNS

Engagement

As detailed above under engagement, the department launched an Early Literacy Advisory, which brought together people with differing interests and perspectives to provide input on the rules. The nine federally recognized tribes were also engaged in a process to provide input on the Tribal Grant rules. ODE also presented these draft rules multiple times at the RAC and provided an opportunity for feedback.

Feedback & Adjustments Made

This section details feedback that ODE received through all of the engagement sessions as well as how ODE responded to that feedback, including if any changes were made to the draft rules.

Community Grants and School District Grants

High-Dosage Tutoring Definition

The statute establishes the requirement for rules regarding the maximum group size for high-dosage tutoring. Additionally, these rules clarify other requirements named in the statute in response to engagement and from learnings gleaned in the first application process.

Regarding group size, the ODE weighed feedback around the effectiveness of the instruction, what is supported most clearly in current research, and the cost of personnel and implementation. There are pros and cons of larger and smaller maximum group sizes including instructional effectiveness, opportunities to create the conditions for strong relationships, alignment with research, financial costs, and breadth versus depth of impact. These rules propose a maximum tutoring group size of 4. This number is rooted in the high-dosage tutoring research, which points to this maximum size allowing for impactful experiences for students, both in instruction and in creating the conditions for strong relationships between students and tutors. Most of the feedback received was in support of a smaller maximum group size, such as 3-4 students. The statute establishes a strong focus on research-aligned literacy practices, which provided clarity as the ODE navigated this group size decision. The research-aligned approach to high-dosage tutoring is soundly at 4 or fewer students per group.

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

Community Grants

Community Based Organizations

Through the engagement summarized above, key decisions and revisions were made including a more detailed definition for the terms *community based organizations*. ODE also grappled with whether or not to include culturally-specific organizations as an eligible entity. To be intentional about the type of community-based organizations reached with these grant funds, the department decided to only allow culturally specific organizations who meet the parameters of the definition for community-based organizations.

Providers of Early Learning Services

Through the engagement summarized above, a decision was made to define “Provider of Early Learning Services” as they are an eligible entity for Community Grants. The definition is cited below:

“Provider of Early Learning Services” means a public or non-profit entity that provides education and learning opportunities for children in grades Kindergarten-third grade through the provision of services that:

- (a) supports families, caregivers, and community members to incorporate research-aligned early learning practices outside of the school day; or
- (b) a program that directly provides research-aligned early learning services outside of the school day.

Eligible Entities

Additionally, in response to the feedback heard from the community based organization perspective during initial engagement, ODE originally included school districts, education service districts, and public charter schools as eligible entities for community grant funding if they could demonstrate a formalized partnership with a community based organization. After socializing this rule language in subsequent engagement opportunities and considering feedback from various perspectives, ODE decided to remove school districts, education service districts, and public charter schools as eligible entities for community grant funding to firmly ground in the community-intent of these funds.

Funding

In order to ensure that a vast majority of these grant funds go to direct student service, the funding rule was originally drafted to include caps for both indirect costs, as well as direct administrative costs though after careful consideration of the feedback that ODE received through engagement opportunities, the department opted to include the caps for indirect costs in rule with percentages aligned to what is identified in the rules for Student Success Plan Grant programs, and include the percentages for direct administrative cost caps in guidance. While capping direct administrative costs is common for federal funds, this is not something that has been previously done with ODE’s state grant funding. Including these caps in the Request for Application guidance and in grant agreements will allow us to fulfill the intent of firmly directing investments primarily towards direct student service while allowing us to adjust the percentages to reflect lessons learned from the initial grant cycle(s) of the program.

Priority to Applications

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

In the original draft of the criteria rule there were four criteria identified to award additional priority to applicants who can demonstrate they meet this criteria. As a result of community engagement feedback and consultation with the Department of Justice, ODE made the decision to remove this criteria from the criteria rule with the understanding that ODE can include the priority criteria in the Request for Application guidance.

Tribal Grants

Again, in December, ODE/GO brought forward draft rules to the Education Cluster for review and input with attention given to Early Literacy Tribal Grants and a minor change was made to the rules.

Language was included to co-create Tribal Early Literacy Project Plans in partnership with each Tribe and aligned to the intent and understanding of the Early Literacy Student Success Initiative.

School District Grants

Prioritization

The statute establishes the requirement for rules regarding prioritizing schools with the lowest rates of proficiency in literacy. ODE applied an equity lens to develop options for how districts make prioritization decisions when they allocate funds and other resources across elementary schools. Through engagement, ODE received feedback about these approaches and continued to refine them. Notably, it was important that prioritization of funding and resources be required for all districts with more than one elementary school and also that districts have flexibility about how they determine which school(s) to prioritize. The proposed rules include four different school characteristics related to literacy proficiency. The strategies include prioritizing based on:

- (1) the lowest rates of proficiency in literacy,
- (2) whether the school was identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act based in part on literacy score,
- (3) where proficiency in Language Arts has not rebounded to pre-pandemic levels; and
- (4) where there are the largest portion of student groups that have historically experienced academic disparities.

The statute established a definition of student groups that have historically experienced academic disparities and this definition was further clarified within the draft rules. The rules for this definition were developed to align with definitions established through the Student Success Act and Student Investment Account.

Prekindergarten Inclusion in Funding Formula

There was discussion about adding prekindergarten to the funding formula. ODE does not currently have statewide prekindergarten enrollment data that is of adequate technical quality to include in the funding formula. However, this is a crucial part to consider and, in consultation with the DELC, ODE will continue to explore data sources, data quality, and potential timelines for adding additional rule language related to prekindergarten inclusion in the funding formula.

Update as of 3/14/24: Since this issue was first elevated at the February 15 State Board

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

Meeting, ODE has decided not to put forth rules at this time to include prekindergarten in the funding formula. Please see the section “Other Decisions Since Last Board Meeting” above for more information.

Core (or “Basal”) Instructional Materials - Timeline and Requirements

Access to high-quality instructional materials is a key lever for supporting literacy teaching and learning. And a growing and compelling research base suggests that high-quality instructional materials can yield significant improvements in students' achievement. The legislation places an emphasis on research-aligned, high-quality curriculum in two areas: as an allowable use of funds and through a submission of an inventory by applicants of all early literacy curriculum and instructional materials. These require various areas of specificity of definitions and criteria.

The definition of core instructional materials is not included in the legislation and was developed for these rules in order to distinguish which materials require evaluation based on State Board adopted criteria and are eligible as an allowable use after January 1, 2025. This definition went through a few iterations to both align it to definitions used in other rules (i.e. Division 22 and Division 11) and to capture the most important elements that characterize what is ‘core’ (i.e. the “major instructional vehicle”).

These proposed rules put forth a requirement that effective January 1, 2025, funds from this grant used for the adoption and implementation of core instructional materials may only be used for materials from the State Board of Education adopted list. The various perspectives on this requirement center on: 1) the role of independently adopted instructional materials which still require a local evaluation using the State Board adopted criteria, but need not be on the list of materials approved by the State Board, and 2) the timeline for this requirement to the degree it impacts districts who have not adopted from the State Board approved list. The rules as drafted recognize the urgency and importance of core curriculum and incentivize the use of the State Board list. Grantees may still access grant funds if they are using an independently adopted curriculum, though funds could only be used towards the other allowable uses. Discussion and iterations of this rule centered around the timeline of the requirement and possible mechanisms for allowing independent adoption on an interim basis, which ultimately were not included as to not delay by another biennium the emphasis on State Board approved instructional materials.

Additional School District Details for High-Dosage Tutoring Definition

In addition to group size, one other component of the definition generated substantial discussion and feedback: when high-dosage tutoring may occur. These rules allow for high-dosage tutoring to occur during school or before/after regular school hours. Research points to the benefits of tutoring during school hours, and also names the potential equity impacts of such a limitation (e.g. students being pulled from classes; impacts on a well-rounded education). There were various perspectives and feedback on this topic and, after weighing the implications described above, ODE proposes rules to allow tutoring both during and before/after school hours.

Lastly, in response to almost unanimous feedback, “regular core instruction” was defined in order to further clarify the statutory language of high-dosage tutoring being in addition to daily

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

instruction.

Criteria and Vendor Lists Across Allowable Uses

Through rule development (and Jumpstart Biennium¹ application process), ODE identified a need for a substantial amount of ODE support for the operationalization of certain allowable uses, namely the development of criteria and approved external vendors for professional development and coaching, high-dosage tutoring, and extended learning. Iterations of these rules centered mainly on the timeline of development.

Literacy Coaches, Interventionists, & Specialists

One of the allowable uses of funding from the statute is the employment of literacy specialists, coaches or interventionists. These three terms needed to be defined to establish clarity about who is eligible to fulfill these roles and what level of professional expertise is required in order to put funds towards these positions. There are differing opinions as to whether the literacy specialists, coaches, and/or interventionists should be limited to licensed staff or whether classified staff should also be eligible, particularly as it pertains to the ability to staff high-dosage tutoring and other literacy efforts.

In reflecting on this feedback and the range of roles included in this legislation, ODE wrote rules that include qualified tutors as a role open to anyone who is trained in the tutoring program, including classified staff. The specialized roles of literacy specialists, coaches, or interventionists, though, must be held by a person with a license as well as advanced literacy training/certifications and a literacy endorsement. This ensures that these staff possess the necessary expertise in science of reading and research-aligned literacy strategies (as defined by the statute) to improve student literacy and teacher practice. Through the first application process, there was also confusion about the distinction between a qualified tutor and an interventionist and these rules are meant to clarify the additional training and qualifications required for the role of interventionist, given the expectation that an interventionist would support students in building their early literacy in ways that go beyond the administration of a tutoring program.

Matching Funds

The match policy already established in temporary rules in September 2023 allows applicants to match their state funding with local funds from any funding source. These match funds can be used for literacy practices across prekindergarten-grade 5. ODE used the same language from temporary rules in these permanent rules in order to provide continuity this biennium and--in the case that a match continues to be required by the legislation--for continuity in future bienniums. Note that these and the other Fund Administration rules have an earlier effective date than other rule sets in order to maintain consistency for the remainder of this biennium. There were differing opinions voiced on the match early in the engagement process, mostly centered on how narrow or flexible the expenditures of match dollars must align with the five allowable uses of the grant and the timing and impact of when any new rules would go into place.

¹ Given the timeline for districts to build a plan and apply for funds has been fast, the first biennium of implementation – and especially the first year – serves as a jumpstart for districts or a “Jumpstart Biennium.”

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

EQUITY IMPACT ANALYSIS

Oregon’s Early Literacy Framework and this legislation are built on a foundation of equity that places a students’ sense of belonging as well as culturally responsive practice at its core. These grants and the rules ODE has put forth to govern them, by an extension of that framework and their interconnectedness with the Student Investment Account (now a part of the larger Integrated Guidance), place equity and engagement with communities, specifically focal student groups, at the center of the grants.

Additionally, at the center of the this legislation are strategies that are ‘researched-aligned’ which is defined in the statute as strategies that are “... culturally responsive and relevant to diverse learners... [and] apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.” Each of these rules, be they a definition or other specifying criteria or action, support this legislative standard or are written with this lens in mind to support implementation that most positively impacts these and other historically marginalized student groups.

The department also named several equity impacts earlier in the docket, primarily as the team considered choice points based on engagement feedback, including what is offered within prioritization and high-dosage tutoring.

FISCAL ANALYSIS

ODE anticipates some fiscal impact to school districts, public charter schools, and any organizations that apply for funding given these are new grant programs.

School District Grants

The fund administration rules should have minimal to no impact on potential grantees as these rules are aligned with existing practice of fund administration for both the Student Investment Account Grants and High School Success Grants.

Some of the proposed rules provide additional specificity to allowable uses than was possible in the Jumpstart Biennium which was implemented without the permanent rules in place. These shifts may have a fiscal impact on districts in how they use their funds, but would not impact district allocations (which are dependent on legislative investment). For example, the requirements for high-dosage tutoring for the next biennium would have more specificity under these rules and might require a district to change their programming (i.e., smaller groups, more tutors, seek a new vendor).

The requirement that funds may only be spent on core curriculum approved by the State Board beginning in January of 2025 may have a fiscal impact on districts if they currently use an independently adopted curriculum. Should they want to apply grant funds towards the adoption or implementation of curriculum in the next biennium or thereafter, they would need to conduct a new Language Arts adoption which does have a fiscal impact, particularly if they are adopting “off-cycle” ahead of the next Language Arts adoption in 2027.

EFFECT OF A “YES” OR “NO” VOTE

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

Should the board vote yes on these proposed rules, then there will be clarity for the implementation of Community Grants, Tribal Grants, and School District Grants.

Should the board vote no on these proposed rules, then there will not be clarity on the implementation of the Early Literacy Success Initiative. Additionally, given the temporary rules for Fund Administration for the School District Grants only end in March 2024, this will leave a gap in rules for this narrow area.

STAFF RECOMMENDATION

X Approve Approve next month No recommendation at this time
Prompted by: X State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

*This document contains **drafted** definitions and rule sets for Early Literacy Community, Tribal, and School District Grants for the State Board on 3/14.*

581-017-0801: Definitions

Early Literacy Grants: Definitions

The following definitions apply to OAR 581-017-XXXX to 581-017-XXXX:

- (1) “ADMw” means the extended weighted average daily membership computed as provided in ORS 327.013(1)(c).
- (2) “Coaching” means a structure that supports and develops educators through regular observation of their instruction, using a shared framework.
- (3) “Community-Based Organizations” means an organization that is:
 - (a) established as a nonprofit organization under the laws of this state;
 - (b) qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code, as described in ORS 314.011;
 - (c) reflective of a community or significant segments of a community it seeks to serve; and
 - (d) driven by and representative of a community or a significant segment of a community and works to meet community needs and amplify strengths.
- (4) “Community Voice” means that members representing the community served by the project, including students, will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.
- (5) “Core (also known as ‘basal’) Instructional Materials” means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional materials as 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.
- (6) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to

multifaceted cultural perspectives/ experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

(7) “Developmentally Appropriate” means designing and implementing learning environments to help all children achieve their full potential in literacy through:

- (a) building on each child’s strengths;
- (b) taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional well-being; and
- (c) considering what is known about:
 - (i) age-related characteristics that can inform what experiences are likely to best promote a student’s learning and development;
 - (ii) what is known about each child as an individual that has implications for how best to adapt learning experiences; and
 - (iii) the social and cultural contexts in which a student lives in order to ensure that learning experiences are meaningful, relevant, and respectful for each child and family.

(8) “Diagnostic” means assessments to identify a student's specific strengths and needs in literacy in order to determine and plan the appropriate level of instruction, pacing and intervention support.

(9) “Direct Administrative Costs” means administrative functions readily allocable to and required for administering the grant program such as oversight, grant expenditure data collection, leadership that does not include direct service to teacher or students, management, and supervision. Direct administrative costs should be a smaller proportion of the overall grant amount in relation to direct service costs.

(10) “Early Learning Hub” means any entity designated by regional partners to coordinate early learning services, as determined by rules adopted by the Early Learning Council.

(11) “Early Literacy Program” means the entirety of the curriculum, assessments, instructional materials, practices, systems, staffing, and structures in place to support comprehensive early literacy across the district.

(12) “Early Literacy Success Plan” means the elements in the application, including but not limited to the responses to the application questions, program review, and inventory, as defined in ORS xxx.xxx.

(13) “Early Literacy Success School Grant” means the program established in ORS xxx.xxx and may also be referred to as “Early Literacy Success School District Grants”.

(14) For Early Literacy Success School District Grants, established in ORS XXX.XXX, “Eligible Applicant” means a school district or public charter school that serves students in grades prekindergarten/preschool through third grade. This can include districts and public charter schools that serve students in grades prekindergarten/preschool through eighth grade or prekindergarten/preschool through twelfth grade, given the application focuses on specific grade levels named in ORS xxx.xxx. Per ORS XXX.XXX, virtual public charter schools are not eligible applicants for this grant.

(15) For Tribal Grants, established in ORS XXX.XXX, “Eligible Applicant” means:

- (a) Burns Paiute Tribe
- (b) The Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
- (c) Confederated Tribes of Cow Creek Band of Umpqua
- (d) Confederated Tribes of Grand Ronde
- (e) Confederated Tribes of Siletz
- (f) Confederated Tribes of Warm Spring Indian Reservation
- (g) Confederated Tribes of Umatilla Indian Reservation
- (h) Coquille Tribe
- (i) Klamath Tribes

(16) For Community Grants, established in ORS XXX.XXX, “Evidence-Based” means practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in early literacy. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions such as:

- (1) Tribal consultation, recommendations, and experiences of American Indian/ Alaska Native community members or Tribes.
 - (a) Community-driven, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching.

(17) “Extended Learning Program” means literacy programming which shall:

- (a) use a research-aligned tutoring model, which is defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” as defined in ORS

xxx.xxx and is based on “Science of reading and writing” as defined in ORS xxx.xxx and meets the criteria established by the Department in section xxx;

(b) occur outside of the traditional school day, which could include, but is not limited to afterschool and summer; and

(c) be administered either by a licensed teacher of any subject area or by a qualified tutor, which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively or a high-dosage tutoring provider from the Qualified List for High-Dosage Tutoring established in section xxx.

(18) “Fidelity” means how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

(19) “Formative” means a process of collecting and responding to evidence of student learning; the information gained about student learning is used in the course of instruction to respond to and adjust instruction.

(20) For Early Literacy Success School District Grants, established in ORS XXX.XXX, “High-Dosage Tutoring” is additionally defined as tutoring that:

- a) Is provided in addition to regular core instruction;
- b) Is provided during the school year, which may occur during the school day or before/after school;
- c) Uses a research-aligned tutoring model, which is defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” as defined in ORS xxx.xxx, is based on the “science of reading and writing” as defined in ORS xxx.xxx, and meets the criteria established by the Department in section xxx;
- d) Is administered by a qualified tutor which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively and criteria established by the Department in section xxx;
- e) Is provided to four or fewer students; and
- f) Integrates reading and writing in a way that is aligned to Oregon’s ELA Content Standards and to students’ reading instructional needs, based on student assessment data and other evidence of student learning.

(21) For Early Literacy Success Community Grants, established in ORS XXX.XXX, “High-Dosage Tutoring” is additionally defined as tutoring that:

- a) is provided outside of the school day;
- b) is provided by a qualified and trained tutor which is defined for Community Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively;
- c) uses a research-aligned tutoring model that employs evidence-based strategies and is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively;
- d) is provided to four or fewer students;
- e) uses materials that are aligned to the program; and
- f) uses student assessment data and other evidence of student learning to inform tutoring sessions and adjust to student needs.

(22) For Tribal Grants, established in ORS XXX.XXX, “High-Dosage Tutoring” is additionally defined and determined by each of Oregon’s nine sovereign nations and the work plans developed by each nation.

(23) For Early Literacy Success Community Grants: “Indirect costs” means costs not readily identifiable with the activities of the grant but incurred for the joint benefit of those activities and other activities of the organization.

(24) “Literacy coaches” means a licensed educator who:

- a) has advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing” as defined in ORS XXX.XXX that was either:
 - i) included as a course(s) in an educator preparation program;
 - ii) included as a course(s) in a post-graduate degree program in teaching reading or literacy;
 - iii) provided by ODE or included on the ODE list of professional development providers; or
 - iv) provided by a school district or ESD;
- b) has a literacy-focused licensure endorsement;
- c) whose primary role and responsibilities include direct support of students and/or educators; and
- d) are additionally defined in OAR 584-210-0170.

(25) “Literacy specialists or interventionists” means a licensed educator who:

- a) has advanced training or certification in “research-aligned literacy strategies” and “the

science of reading and writing” as defined in ORS XXX.XXX that was either:

- i) included as a course(s) in an educator preparation program;
 - ii) included as a course(s) in a post-graduate degree program in teaching reading or literacy;
 - iii) provided by ODE or included on the ODE list of professional development providers; or
 - iv) provided by a school district or ESD;
- b) has a literacy-focused licensure endorsement; and
- c) whose primary role and responsibilities include direct support of students and/or educators.

(26) For Early Literacy Success School District Grants, established in ORS XXX.XXX, “Outcomes” is defined as literacy achievement as measured by the student growth assessment and other sources of evidence related to literacy achievement.

(27) “Partnership” means a group of organizations, Tribal governments, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

(28) “Professional Development” means learning that is systemic, job-embedded, and aligned to current research, training, and practices that support educator and student learning.

(29) “Provider of Early Learning Services” means a public or non-profit entity that provides education and learning opportunities for children in grades pre-Kindergarten to third grade through the provision of services that:

(a) supports families, caregivers, and community members to incorporate research-aligned early learning practices outside of the school day; or

(b) a program that directly provides research-aligned early learning services outside of the school day.

(30) “Public Library” means a public agency that provides to all residents of a local government unit free and equal access to library and information services that are suitable for persons of all ages.

(31) “Regular Core Instruction” means instruction in the general education setting as part of every student's regular schedule that is aligned to grade-level standards and inclusive of every student in the classroom.

(32) “Statewide Education Initiatives Account” means the account as established in ORS 327.250.

(33) “Student Growth Assessment” means a process of evidence collection and review, which includes tests (for example, criterion referenced or developmental continuum) alongside other sources of evidence for the purpose of monitoring students’ growth towards proficient reading and writing. Grant recipients shall avoid making determinations about student growth from a single source of evidence/test score.

(34) “Student Groups that have Historically Experienced Disparities” includes:

(a) “Economically Disadvantaged Students,” which means students who meet one or more of the following qualifications:

(A) are participating in Supplemental Nutrition Assistance Program funded by the United States Department of Agriculture;

(B) are participating in the Temporary Assistance for Needy Families program as defined in Title IV of the Social Security Act;

(C) are foster students; or

(D) are migrant students.

(b) “Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities,” which includes, but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students and any other racial or ethnic group identified by the eligible applicant as historically experienced academic disparities.

(c) “Students with Disabilities,” which means a child with a disability as defined in ORS 343.035(1) and ORS 343.035(14)(b).

(d) “English Language Learners,” which means or “English learners,” which means a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency.

(e) “Foster Students” as defined in ORS 30.297(5)(c).

(f) “Students who are Homeless” has the same meaning as in section 725 of the McKinney-Vento Act, 42 USC § 11434a (2).

(g) Students who attend an elementary school that:

(A) Is identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) regardless of whether the school is receiving funding; or
(B) Qualifies for assistance under Title I of the federal Elementary and Secondary Education Act of 1965; "whereas qualifying for assistance under Title I" means at least 35% of the school's students are experiencing poverty, or the school receives Title I-A funds as determined by the district.

(h) "LGBTQ2SIA+ Students," which means students who may have one or multiple gender identities and/or sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, two-spirit, intersex, and asexual. The plus sign ("+") recognizes and includes the myriad ways to describe marginalized gender identities and sexual orientations.

(i) "Students Recently Arrived," which means a student who was NOT born in any state or US Territory and who has not been attending one or more schools in any one or more state for more than three full academic years.

(j) "Migratory Students," which means a student whose is a migratory worker or whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and who has moved due to economic necessity between school districts in the last thirty six months, and is eligible to be a part of the Title 1-C Migrant Education Program.

(k) "Justice involved youth" means a student who is pre or post adjudication, been or currently detained in a secure juvenile justice facility, and/or been or currently placed in a community juvenile justice program.

Community Grants Draft Rules

581-017-0802: Establishment

Early Literacy Community Grants Program: Establishment

(1) There is established the Early Literacy Community Grants Program to support Community-Based Organizations, early learning hubs, providers of early learning services, Tribes, public libraries, post-secondary institutions of education, or a consortium of these entities who are working to:

(a) expand culturally responsive early literacy programs for children in early elementary grades by:

(A) encouraging family and caregiver engagement; and

- (B) providing research-aligned professional training and coaching for direct service staff in early literacy;
- (b) develop and implement culturally and linguistically responsive programs that engage parents and children in early elementary grades in early literacy;
- (c) provide high-dosage tutoring programs and training to tutors to qualify the tutors for instruction in a culturally and linguistically responsive manner consistent with research-aligned literacy strategies.

(2) The programs and services to be provided under the Grant must demonstrate alignment to district provided early literacy instruction from the region(s) where programs and services are being implemented, as well as, programs related to culturally-specific parent and child support.

(3) Subject to available funds, the Department of Education shall award Grants based on a detailed description of proposed programming or services. The programs or services include:

- (a) scale-up of an existing program or project that provides early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring; or
- (b) implementation of a new program or project that provides early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring.

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

581-017-0803: Eligibility

Early Literacy Community Grants Program: Eligibility

(1) The Department will establish a process for eligible entities to apply for Early Literacy Community Grants.

(2) To be eligible to receive a Grant, an applicant must:

- (a) be a community-based organization, early learning hub, provider of early learning services, post-secondary institution of education, public library, or a consortium of these entities; and
- (b) demonstrate infrastructure and systems necessary to provide early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

581-017-0804: Criteria

Early Literacy Community Grants Program: Criteria

(1) The Department will award Grants to eligible entities based on the following criteria:

(a) whether the proposed project successfully implements the provision of early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring;

(b) whether the applicant authentically and consistently engages community voice in the proposed project;

(c) whether the applicant's proposed project demonstrates reasonable, allocable, and necessary distribution of Grant funds and resources across program activities to accomplish the objectives of providing early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring, as determined by the Oregon Department of Education;

(d) whether the applicant can demonstrate infrastructure and systems necessary to achieve outcomes to provide early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring; and

(e) the need for services for Student groups that have historically experienced disparities in the region(s) that an Applicant proposes to serve.

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

581-017-0805: Funding

Early Literacy Community Grants Program: Funding

(1) Applicants must submit a detailed budget that explains how Grant funds will be used. Expenditures for community grants must be approved prior to being incurred and align with agency policy.

(2) Indirect costs will be allowed as a percentage of the direct costs of the Grant award disbursed as follows:

- (a) Up to five percent for school districts, education service districts, public charter schools, early learning hubs, or post-secondary institutions of education;
- (b) Up to fifteen percent for community-based organizations, public libraries, or providers of early learning services;
- (c) Indirect costs for partnerships or consortiums will be allowed based on the lead entity's organization type.

(3) Applicants may use Grant funds only for authorized purposes.

581-017-0806: Reporting

Early Literacy Community Grants Program: Reporting

Grant recipients must report project or program outcomes in the manner and form required by the Department of Education.

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

Early Literacy Tribal Grants

581-017-0807: Early Literacy Tribal Grants

- (1) The Early Literacy Tribal Grants require communication and collaboration with the nine federally recognized tribes in Oregon on the co-creation of Project Plans development between each Tribe and ODE.

School District Grants Draft Rules

581-017-0808: Grant Administration

Early Literacy Success School District Grants: Grant Administration

Prioritization

- (1) Eligible applicants with more than one elementary school shall prioritize distribution of funding and resources to a school or schools based on the school(s) meeting one or more of the following characteristics:
 - (a) have the lowest rates of proficiency in literacy of elementary schools in the district;
 - (b) identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
 - (c) have literacy proficiency rates that have not recovered to pre-pandemic levels; or
 - (d) have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
- (2) Rates of proficiency shall be determined using multiple sources of data which shall include state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data and may include interim, benchmark, Language Arts proficiency and other early literacy assessments of student proficiency in literacy in any language.
- (3) The Oregon Department of Education shall verify that districts complied with sections (1)-(2) of this rule by requiring in the grant application an explanation of how funding and resources were distributed across schools within the district and how prioritization was determined. The Department shall evaluate this information within the application narrative and budget.

Technical Assistance

- (1) The Department, informed by grantee applications and reporting, may identify specific interventions and technical assistance to be provided statewide or regionally through education service districts, where resources are available to do so.

Effective Dates of Implementation

Rules will be applied by ODE for grant administration of the Early Literacy Success Initiative beginning July 1, 2025.

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

581-017-0812: Fund Administration

Early Literacy Success School District Grants: Fund Administration

(1) For each biennium, The Oregon Department of Education will determine the amount of grant funds from the Statewide Education Initiatives Account to be apportioned among eligible applicants for each year of the biennium.

(2) For the 2024-2025 school year, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-5 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year.

(3) For the 2025-2026 school year and thereafter, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-3 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year.

(4) The department will determine floor funding for each biennium while ensuring eligible applicants with an ADMw of 50 or less, but not greater than 350 ADMw, will receive a minimum grant award.

(5) If an eligible applicant does not apply for the Early Literacy Success School Grant by the close of the application period, the amount of their grant funds will revert to the Statewide Education Initiatives Account.

(6) Following approval of the grant agreement, an eligible recipient will receive payments of at least 25 percent on a quarterly basis per annual allocation. If adjustments to installment payments are required, a lower percentage may be used.

(7) Funds that are apportioned to an eligible applicant for a given biennium must be apportioned by the school district, public charter school, or ESD in that biennium. Grant recipients will be eligible to expend funds until September 30 each year. Funds that are not used by a grant recipient during year one of a given biennium may be carried over and used in year two of that same biennium. Any allocated funds that are not used by a grant recipient at the end of a biennium will be returned to the Statewide Education Initiatives Account.

(8) Funds received by a grant recipient under this section must be separately accounted for and must be used in accordance with the recipient's grant agreement for the Early Literacy Success School Grant. A grant recipient may use funds for administrative costs, including indirect costs,

directly related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to five percent of the total expenditures.

(9) The Deputy Superintendent of Public Instruction shall resolve any issues arising from the administration of the Early Literacy Success School Grants not specifically addressed by this rule. The Deputy Superintendent of Public Instruction's determination shall be final.

(10) In the case of a public charter school closure that impacts a sponsoring district's allocation, the Department will determine the best way to reapportion funds based on the timing of the closure, context, and communication with the closing charter school and the sponsoring district. The Department may;

- (a) Allocate what have been apportioned to the charter school to the sponsoring district at the same time as the district allocations are made.
- (b) Allocate what would have been apportioned to the charter school to the charter schools successor entity.
- (c) Return the apportioned amount to the Statewide Education Initiatives Account for reallocation in a subsequent fiscal year.

(11) An eligible applicant must advance the Early Literacy Success Plan with at least a 25 percent match of the allocation using any other fund sources available to the applicant.

- (a) Eligible applicants are required to report the matching fund source in their application.
- (b) Any eligible applicant with an ADMw of 50 or less is exempt from the matching requirement.
- (c) For the 2024-2025 school year, eligible applicants may use match funding broadly to support literacy across prekindergarten through 5th grade.
- (d) For the 2025-2026 school year and thereafter, eligible applicants may use match funding broadly to support literacy across prekindergarten through 3rd grade.

Effective Dates of Implementation

Rules will be applied by ODE for fund administration of the Early Literacy Success Initiative beginning immediately after temporary OAR's 581-017-0800 and 581-017-0810 expire March 29, 2024.

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

581-017-0813: Allowable Uses of Funding

Early Literacy Success School District Grants: Allowable Uses of Funding

Allowable uses of the Early Literacy Success School Grant program are described in ORS XXX.XXX. The administrative rules that follow provide additional specificity or clarity and do not expand or replace what is in statute.

High- Dosage Tutoring

(1) Training for tutors to implement effectively the provision of high-dosage tutoring according to ORS XXX.XXX shall be research-aligned and include the specific knowledge and skills relevant to the literacy concepts, skills, instructional practices of the tutoring program, and needs of students who it is serving, and effectively use data to ensure the methods used are responsive to student need. This may be specific to a particular program, or core set of knowledge, skills or instructional practices all of which must be based on the science of reading and writing.

Qualified List and Qualifications for High-Dosage Tutoring & Extended Learning

(1) Grant recipients may use internal or external expertise for high dosage tutoring. At least once every two years the Oregon Department of Education shall develop and/or revisit qualifications for tutors. The qualifications shall be inclusive of the qualified tutors definition in these rules and may include additional qualifications, which shall be used by grant recipients to evaluate eligibility for those internal and external to the district to be a tutor for high-dosage tutoring programs. The Department may decide to make the qualifications different for those tutors internal and for those external to the district.

(2) At least once every two years the Oregon Department of Education shall develop or revisit criteria for high-dosage tutoring programs and extended learning. The criteria shall be used by grant recipients to evaluate eligibility for high-dosage tutoring and extended learning programs to be used for the purposes of this grant.

(3) The Oregon Department of Education shall, at least once every two years, develop or revisit a list of qualified high-dosage tutoring program providers, should grant recipients choose to use external providers. To be included on the list, the provider must meet the qualifications in section (1) and (2) of this rule if providing a program and tutors or just (2) if providing a program only and must include content to be determined by the Department.

(4) The Oregon Department of Education will independently review potential providers at least once every two years by posting a Request for Information for providers to solicit information from interested vendors.

(a) ODE will publish the list no later than January 15th of odd numbered years, beginning in 2025. After the first publication, eligible applicants who use funding to pay for external high dosage tutoring services shall select from the list.

(b) Once a high-dosage tutoring program provider has been approved by the Department and placed on the list, to remain on the list the provider must every two years provide an updated information form provided by the Department.

Qualified List and Qualifications for Professional Development and Coaching

(1) Grant recipients may use internal or external expertise for professional development and coaching. At least once every two years, the Oregon Department of Education shall develop a list of qualifications for professional development and coaching providers. The list of qualifications shall be used by grant recipients to evaluate eligibility for those internal and external to the district to provide professional development and coaching. The Department may decide to make different qualifications for people who are internal to the district and for those external to the district.

(2) The Oregon Department of Education shall, at least once every two years, develop a list of qualified professional development providers and organizations that provide coaching related to early literacy should grant recipients choose to use external providers. To be included on the list of qualified professional development or coaching providers, the provider must meet the qualifications in section (1) of this rule and include content to be determined by the Department.

(3) The Oregon Department of Education will independently review potential providers at least once every two years post a Request for Information for providers to solicit information from interested vendors.

(a) ODE will publish the list no later than January 15th of odd numbered years, beginning in 2025. After the first publication, eligible applicants who use funding to pay for external professional development and coaching shall select from the list.

(b) Once a professional development or coaching provider has been approved by the Department and placed on the list, to remain on the list the provider must every two years provide an updated information form provided by the Department.

(c) The Department will consult with the Teacher Standards and Practices Commission (ORS xxx.xxx) to ensure the approved providers also satisfy professional development requirements for teachers.

Adoption and Implementation of Curriculum

(1) The State Board adoption criteria for Language Arts basal instructional materials and the list of basal instructional materials adopted by the State Board of Education shall be the criteria for core instructional materials meeting the early literacy school grant requirements.

(2) The Oregon Department of Education shall establish research-aligned criteria for districts to use for all materials that are not core instructional materials. Districts shall use this criteria when inventorying literacy assessments, tools, supplemental curricula, and digital resources annually.

(a) The Department shall review available criteria and resources from national and international organizations to develop criteria in:

- (A) Early literacy practices;
- (B) Literacy assessment practices and tools, inclusive of both formative and diagnostic practices;
- (C) Digital literacy practices, resources, and tools;
- (D) Culturally responsive practices in literacy instruction; and
- (E) Biliteracy or literacy practices in multilingual instructional settings or dual language.
- (F) Supporting students who are experiencing disabilities.

(3) Effective January 1, 2025 funds from this grant used for the adoption and implementation of K-3 core instructional materials may only be used for materials from the State Board of Education adopted list for ELA.

(a) If core instructional materials are adopted from the State Board of Education list at the time of application, they meet the criteria for this grant.

(4) Effective January 1, 2025 funds from this grant used for the adoption and implementation of core instructional materials for prekindergarten may only be used for materials that meet criteria to be determined by the Department of Early Learning and Care by Jan 1, 2025.

Effective Dates of Implementation

Rules will be applied by ODE for allowable uses of funding of the Early Literacy Success Initiative beginning July 1, 2025.

Statutory/Other Authority: ORS 327.254, 327.274 and 327.800

*This document contains **drafted** definitions and rule sets for Early Literacy Community, Tribal, and School District Grants for the State Board on 3/14.*

581-017-0801 Early Literacy Grants: Definitions

The following definitions apply to OAR 581-017-0801 to 581-017-XXXX:

(1) “ADMw” means the extended weighted average daily membership computed as provided in ORS 327.013(1)(c).

(2) “Coaching” means a structure that supports and develops educators through regular observation of their instruction, using a shared framework.

(3) “Community-Based Organizations” means an organization that is:

- (a) established as a nonprofit organization under the laws of this state;
- (b) qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code, as described in ORS 314.011;
- (c) reflective of a community or significant segments of a community it seeks to serve; and
- (d) driven by and representative of a community or a significant segment of a community and works to meet community needs and amplify strengths.

(4) “Community Voice” means that members representing the community served by the project, including students, will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.

(5) “Core (also known as ‘basal’) Instructional Materials” means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional materials as 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.

(6) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/ experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

(7) “Developmentally Appropriate” means designing and implementing learning environments to help all children achieve their full potential in literacy through:

- (a) building on each child’s strengths;
- (b) taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional well-being; and
- (c) considering what is known about:

- (A) age-related characteristics that can inform what experiences are likely to best promote a student’s learning and development;
- (B) what is known about each child as an individual that has implications for how best to adapt learning experiences; and
- (C) the social and cultural contexts in which a student lives in order to ensure that learning experiences are meaningful, relevant, and respectful for each child and family.

(8) “Diagnostic” means assessments to identify a student's specific strengths and needs in literacy in order to determine and plan the appropriate level of instruction, pacing and intervention support.

(9) “Direct Administrative Costs” means administrative functions readily allocable to and required for administering the grant program such as oversight, grant expenditure data collection, leadership that does not include direct service to teacher or students, management, and supervision. Direct administrative costs should be a smaller proportion of the overall grant amount in relation to direct service costs.

(10) “Early Learning Hub” means any entity designated by regional partners to coordinate early learning services, as determined by rules adopted by the Early Learning Council.

(11) “Early Literacy Program” means the entirety of the curriculum, assessments, instructional materials, practices, systems, staffing, and structures in place to support comprehensive early literacy across the district.

(12) “Early Literacy Success Plan” means the elements in the application, including but not limited to the responses to the application questions, program review, and inventory, as defined in ORS 327.831.

(13) “Early Literacy Success School Grant” means the program established in ORS 327.829 and may also be referred to as “Early Literacy Success School District Grants”.

(14) For Early Literacy Success School District Grants, established in ORS 327.829, “Eligible Applicant” means a school district or public charter school that serves students in grades prekindergarten/preschool through third grade. This can include districts and public charter schools that serve students in grades prekindergarten/preschool through eighth grade or prekindergarten/preschool through twelfth grade, given the application focuses on specific grade levels named in ORS 327.825. Per ORS 327.825 and ORS 327.831, virtual public charter schools are not eligible applicants for this grant.

(15) For Tribal Grants, established in ORS 327.843(2)(d), “Eligible Applicant” means:

- (a) Burns Paiute Tribe;
- (b) The Confederated Tribes of Coos, Lower Umpqua, and Siuslaw;
- (c) Confederated Tribes of Cow Creek Band of Umpqua;
- (d) Confederated Tribes of Grand Ronde;

- (e) Confederated Tribes of Siletz;
- (f) Confederated Tribes of Warm Spring Indian Reservation;
- (g) Confederated Tribes of Umatilla Indian Reservation;
- (h) Coquille Tribe; or
- (i) Klamath Tribes.

(16) For Community Grants, established in ORS 327.843, “Evidence-Based” means practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in early literacy. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions such as:

- (a) Tribal consultation, recommendations, and experiences of American Indian/ Alaska Native community members or Tribes; or
- (b) Community-driven, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching.

(17) “Extended Learning Program” means literacy programming which shall:

- (a) use a research-aligned tutoring model, which is defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” as defined in ORS **327.825** and is based on “Science of reading and writing” as defined in ORS **327.825** and meets the criteria established by the Department in OAR 581-017-0813;
- (b) occur outside of the traditional school day, which could include, but is not limited to afterschool and summer; and
- (c) be administered either by a licensed teacher of any subject area or by a qualified tutor, which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively or a high-dosage tutoring provider from the Qualified List for High-Dosage Tutoring established in section xxx.

(18) “Fidelity” means how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

(19) “Formative” means a process of collecting and responding to evidence of student learning; the information gained about student learning is used in the course of instruction to respond to and adjust instruction.

(20) For Early Literacy Success School District Grants, established in ORS 327.829, “High-Dosage Tutoring” is additionally defined as tutoring that:

- (a) Is provided in addition to regular core instruction;
- (b) Is provided during the school year, which may occur during the school day or before/after school;

- (c) Uses a research-aligned tutoring model, which is defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” as defined in ORS 327.825, is based on the “science of reading and writing” as defined in ORS 327.825, and meets the criteria established by the Department in section OAR 581-017-0813;
- (d) Is administered by a qualified tutor which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively and criteria established by the Department in section OAR 581-017-0813;
- (e) Is provided to four or fewer students; and
- (f) Integrates reading and writing in a way that is aligned to Oregon’s ELA Content Standards and to students’ reading instructional needs, based on student assessment data and other evidence of student learning.

(21) For Early Literacy Success Community Grants, established in ORS 327.843, “High-Dosage Tutoring” is additionally defined as tutoring that:

- (a) is provided outside of the school day;
- (b) is provided by a qualified and trained tutor which is defined for Community Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively;
- (c) uses a research-aligned tutoring model that employs evidence-based strategies and is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively;
- (d) is provided to four or fewer students;
- (e) uses materials that are aligned to the program; and
- (f) uses student assessment data and other evidence of student learning to inform tutoring sessions and adjust to student needs.

(22) For Tribal Grants, established in ORS 327.843(2)(d), “High-Dosage Tutoring” is additionally defined and determined by each of Oregon’s nine sovereign nations and the work plans developed by each nation.

(23) For Early Literacy Success Community Grants: “Indirect costs” means costs not readily identifiable with the activities of the grant but incurred for the joint benefit of those activities and other activities of the organization.

(24) “Literacy coaches” means a licensed educator who:

- (a) has advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing” as defined in ORS 327.825 that was either:
 - (A) included as a course(s) in an educator preparation program;
 - (B) included as a course(s) in a post-graduate degree program in teaching reading or literacy;
 - (C) provided by ODE or included on the ODE list of professional development providers; or
 - (D) provided by a school district or ESD;
 - (b) has a literacy-focused licensure endorsement;
 - (c) whose primary role and responsibilities include direct support of students and/or educators;
- and

(d) are additionally defined in OAR 584-210-0170.

(25) “Literacy specialists or interventionists” means a licensed educator who:

(a) has advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing” as defined in ORS XXX.XXX that was either:

- (A) included as a course(s) in an educator preparation program;
 - (B) included as a course(s) in a post-graduate degree program in teaching reading or literacy;
 - (C) provided by ODE or included on the ODE list of professional development providers; or
 - (D) provided by a school district or ESD;
- (b) has a literacy-focused licensure endorsement; and
- (c) whose primary role and responsibilities include direct support of students and/or educators.

(26) For Early Literacy Success School District Grants, established in ORS 327.829 , “Outcomes” is defined as literacy achievement as measured by the student growth assessment and other sources of evidence related to literacy achievement.

(27) “Partnership” means a group of organizations, Tribal governments, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

(28) “Professional Development” means learning that is systemic, job-embedded, and aligned to current research, training, and practices that support educator and student learning.

(29) “Provider of Early Learning Services” means a public or non-profit entity that provides education and learning opportunities for children in grades pre-Kindergarten to third grade through the provision of services that:

- (a) supports families, caregivers, and community members to incorporate research-aligned early learning practices outside of the school day; or
- (b) a program that directly provides research-aligned early learning services outside of the school day.

(30) “Public Library” means a public agency that provides to all residents of a local government unit free and equal access to library and information services that are suitable for persons of all ages.

(31) “Regular Core Instruction” means instruction in the general education setting as part of every student's regular schedule that is aligned to grade-level standards and inclusive of every student in the classroom.

(32) "Statewide Education Initiatives Account" means the account as established in ORS 327.250.

(33) "Student Growth Assessment" means a process of evidence collection and review, which includes tests (for example, criterion referenced or developmental continuum) alongside other sources of evidence for the purpose of monitoring students' growth towards proficient reading and writing. Grant recipients shall avoid making determinations about student growth from a single source of evidence/test score.

(34) "Student Groups that have Historically Experienced Disparities" includes:

(a) "Economically Disadvantaged Students," which means students who meet one or more of the following qualifications:

(A) are participating in Supplemental Nutrition Assistance Program funded by the United States Department of Agriculture;

(B) are participating in the Temporary Assistance for Needy Families program as defined in Title IV of the Social Security Act;

(C) are foster students; or

(D) are migrant students.

(b) "Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities," which includes, but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students and any other racial or ethnic group identified by the eligible applicant as historically experienced academic disparities.

(c) "Students with Disabilities," which means a child with a disability as defined in ORS 343.035(1) and ORS 343.035(14)(b).

(d) "English Language Learners," which means or "English learners," which means a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.

(e) "Foster Students" as defined in ORS 30.297(5)(c).

(f) "Students who are Homeless" has the same meaning as in section 725 of the McKinney-Vento Act, 42 USC § 11434a (2).

(g) Students who attend an elementary school that:

(A) is identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) regardless of whether the school is receiving funding; or

(B) Qualifies for assistance under Title I of the federal Elementary and Secondary Education Act of 1965; "whereas qualifying for assistance under Title I" means at least 35% of the school's students are experiencing poverty, or the school receives Title I-A funds as determined by the district.

(h) "LGBTQ2SIA+ Students," which means students who may have one or multiple gender identities and/or sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, two-spirit, intersex, and asexual. The plus sign ("+") recognizes

and includes the myriad ways to describe marginalized gender identities and sexual orientations.

(i) “Students Recently Arrived,” which means a student who was NOT born in any state or US Territory and who has not been attending one or more schools in any one or more state for more than three full academic years.

(j) “Migratory Students,” which means a student whose is a migratory worker or whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and who has moved due to economic necessity between school districts in the last thirty six months, and is eligible to be a part of the Title 1-C Migrant Education Program.

(k) “Justice involved youth” means a student who is pre or post adjudication, been or currently detained in a secure juvenile justice facility, and/or been or currently placed in a community juvenile justice program.

Statutory/Other Authority: ORS 327.829

Statutes/Other Implemented: ORS 327.825 to 327.845

Community Grants Draft Rules

581-017-0802

Early Literacy Community Grants Program: Establishment

(1) There is established the Early Literacy Community Grants Program to support Community-Based Organizations, early learning hubs, providers of early learning services, Tribes, public libraries, post-secondary institutions of education, or a consortium of these entities who are working to:

(a) expand culturally responsive early literacy programs for children in early elementary grades by:

(A) encouraging family and caregiver engagement; and

(B) providing research-aligned professional training and coaching for direct service staff in early literacy;

(b) develop and implement culturally and linguistically responsive programs that engage parents and children in early elementary grades in early literacy;

(c) provide high-dosage tutoring programs and training to tutors to qualify the tutors for instruction in a culturally and linguistically responsive manner consistent with research-aligned literacy strategies.

(2) The programs and services to be provided under the Grant must demonstrate alignment to district provided early literacy instruction from the region(s) where programs and services are being implemented, as well as, programs related to culturally-specific parent and child support.

(3) Subject to available funds, the Department of Education shall award Grants based on a detailed description of proposed programming or services. The programs or services include:

- (a) scale-up of an existing program or project that provides early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring; or
- (b) implementation of a new program or project that provides early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring.

Statutory/Other Authority: ORS 327.829

Statutes/Other Implemented: ORS 327.825 to 327.827 and 327.843 to 327.845

581-017-0803

Early Literacy Community Grants Program: Eligibility

(1) The Department will establish a process for eligible entities to apply for Early Literacy Community Grants.

(2) To be eligible to receive a Grant, an applicant must:

- (a) be a community-based organization, early learning hub, provider of early learning services, post-secondary institution of education, public library, or a consortium of these entities; and
- (b) demonstrate infrastructure and systems necessary to provide early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring

Statutory/Other Authority: ORS 327.829

Statutes/Other Implemented: ORS 327.825 to 327.827 and 327.843 to 327.845

581-017-0804 Early Literacy Community Grants Program: Criteria

(1) The Department will award Grants to eligible entities based on the following criteria:

- (a) whether the proposed project successfully implements the provision of early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring;
- (b) whether the applicant authentically and consistently engages community voice in the proposed project;
- (c) whether the applicant’s proposed project demonstrates reasonable, allocable, and necessary distribution of Grant funds and resources across program activities to accomplish the objectives of providing early literacy high-dosage tutoring, family engagement to support early

literacy success, and training for the provision of high-dosage tutoring, as determined by the Oregon Department of Education;

(d) whether the applicant can demonstrate infrastructure and systems necessary to achieve outcomes to provide early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring; and

(e) the need for services for Student groups that have historically experienced disparities in the region(s) that an Applicant proposes to serve.

Statutory/Other Authority: ORS 327.829

Statutes/Other Implemented: ORS 327.825 to 327.827 and 327.843 to 327.845

581-017-0805

Early Literacy Community Grants Program: Funding

(1) Applicants must submit a detailed budget that explains how Grant funds will be used. Expenditures for community grants must be approved prior to being incurred and align with agency policy.

(2) Indirect costs will be allowed as a percentage of the direct costs of the Grant award disbursed as follows:

(a) Up to five percent for school districts, education service districts, public charter schools, early learning hubs, or post-secondary institutions of education;

(b) Up to fifteen percent for community-based organizations, public libraries, or providers of early learning services;

(c) Indirect costs for partnerships or consortiums will be allowed based on the lead entity's organization type.

(3) Applicants may use Grant funds only for authorized purposes.

Statutory/Other Authority: ORS 327.254, 327.274, 327.800 and 327.843

581-017-0806 Early Literacy Community Grants Program: Reporting

Grant recipients must report project or program outcomes in the manner and form required by the Department of Education.

Statutory/Other Authority: ORS 327.829

Statutes/Other Implemented: ORS 327.825 to 327.827 and 327.843 to 327.845

Early Literacy Tribal Grants

581-017-0807: Early Literacy Tribal Grants

The Early Literacy Tribal Grants require communication and collaboration with the nine federally recognized tribes in Oregon on the co-creation of Project Plans development between each Tribe and ODE.

Statutory/Other Authority: ORS 327.829

Statutes/Other Implemented: ORS 327.825 to 327.827 and 327.843 to 327.845

School District Grants Draft Rules

581-017-0808: Early Literacy Success School District Grants: Grant Administration

(1) Eligible applicants with more than one elementary school shall prioritize distribution of funding and resources to a school or schools based on the school(s) meeting one or more of the following characteristics:

- (a) have the lowest rates of proficiency in literacy of elementary schools in the district;
- (b) identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
- (c) have literacy proficiency rates that have not recovered to pre-pandemic levels; or
- (d) have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.

(2) Rates of proficiency shall be determined using multiple sources of data which shall include state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data and may include interim, benchmark, Language Arts proficiency and other early literacy assessments of student proficiency in literacy in any language.

(3) The Oregon Department of Education shall verify that districts complied with sections (1)-(2) of this rule by requiring in the grant application an explanation of how funding and resources were distributed across schools within the district and how prioritization was determined. The Department shall evaluate this information within the application narrative and budget.

(4) The Department, informed by grantee applications and reporting, may identify specific interventions and technical assistance to be provided statewide or regionally through education service districts, where resources are available to do so.

(5) Rules will be applied by ODE for grant administration of the Early Literacy Success Initiative beginning July 1, 2025.

Statutory/Other Authority: ORS 327.829 and 327.833

Statutes/Other Implemented: ORS 327.825 to 327.837

581-017-0812: Early Literacy Success School District Grants: Fund Administration

(1) For each biennium, The Oregon Department of Education will determine the amount of grant funds from the Statewide Education Initiatives Account to be apportioned among eligible applicants for each year of the biennium.

(2) For the 2024-2025 school year, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-5 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year.

(3) For the 2025-2026 school year and thereafter, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-3 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year.

(4) The department will determine floor funding for each biennium while ensuring eligible applicants with an ADMw of 50 or less, but not greater than 350 ADMw, will receive a minimum grant award.

(5) If an eligible applicant does not apply for the Early Literacy Success School Grant by the close of the application period, the amount of their grant funds will revert to the Statewide Education Initiatives Account.

(6) Following approval of the grant agreement, an eligible recipient will receive payments of at least 25 percent on a quarterly basis per annual allocation. If adjustments to installment payments are required, a lower percentage may be used.

(7) Funds that are apportioned to an eligible applicant for a given biennium must be apportioned by the school district, public charter school, or ESD in that biennium. Grant recipients will be eligible to expend funds until September 30 each year. Funds that are not used by a grant recipient during year one of a given biennium may be carried over and used in year two of that same biennium. Any allocated funds that are not used by a grant recipient at the end of a biennium will be returned to the Statewide Education Initiatives Account.

(8) Funds received by a grant recipient under this section must be separately accounted for and must be used in accordance with the recipient's grant agreement for the Early Literacy Success School Grant. A grant recipient may use funds for administrative costs, including indirect costs, directly related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to five percent of the total expenditures.

(9) The Deputy Superintendent of Public Instruction shall resolve any issues arising from the administration of the Early Literacy Success School Grants not specifically addressed by this rule. The Deputy Superintendent of Public Instruction's determination shall be final.

(10) In the case of a public charter school closure that impacts a sponsoring district's allocation, the Department will determine the best way to reapportion funds based on the timing of the closure, context, and communication with the closing charter school and the sponsoring district. The Department may;

(a) Allocate what have been apportioned to the charter school to the sponsoring district at the same time as the district allocations are made.

(b) Allocate what would have been apportioned to the charter school to the charter schools successor entity.

(c) Return the apportioned amount to the Statewide Education Initiatives Account for reallocation in a subsequent fiscal year.

(11) An eligible applicant must advance the Early Literacy Success Plan with at least a 25 percent match of the allocation using any other fund sources available to the applicant.

(a) Eligible applicants are required to report the matching fund source in their application.

(b) Any eligible applicant with an ADMw of 50 or less is exempt from the matching requirement.

(c) For the 2024-2025 school year, eligible applicants may use match funding broadly to support literacy across prekindergarten through 5th grade.

(d) For the 2025-2026 school year and thereafter, eligible applicants may use match funding broadly to support literacy across prekindergarten through 3rd grade.

(12) Rules will be applied by ODE for fund administration of the Early Literacy Success Initiative beginning immediately after temporary OAR's 581-017-0800 and 581-017-0810 expire March 29, 2024.

Statutory/Other Authority: ORS 327.829 and 327.833

Statutes/Other Implemented: ORS 327.825 to 327.837

581-017-0813: Early Literacy Success School District Grants: Allowable Uses of Funding

(1) Allowable uses of the Early Literacy Success School Grant program are described in ORS 327.825 and ORS 327.829. The administrative rules that follow provide additional specificity or clarity and do not expand or replace what is in statute.

(2) Training for tutors to implement effectively the provision of high-dosage tutoring according to ORS 327.825 and ORS 327.829 shall be research-aligned and include the specific knowledge and skills relevant to the literacy concepts, skills, instructional practices of the tutoring program, and needs of students who it is serving, and effectively use data to ensure the methods used are responsive to student need. This may be specific to a particular program, or core set of knowledge, skills or instructional practices all of which must be based on the science of reading and writing.

(a) Grant recipients may use internal or external expertise for high dosage tutoring. At least once every two years the Oregon Department of Education shall develop and/or revisit qualifications for tutors. The qualifications shall be inclusive of the qualified tutors definition in these rules and may include additional qualifications, which shall be used by grant recipients to evaluate eligibility for those internal and external to the district to be a tutor for high-dosage tutoring programs. The Department may decide to make the qualifications different for those tutors internal and for those external to the district.

(b) At least once every two years the Oregon Department of Education shall develop or revisit criteria for high-dosage tutoring programs and extended learning. The criteria shall be used by grant recipients to evaluate eligibility for high-dosage tutoring and extended learning programs to be used for the purposes of this grant.

(c) The Oregon Department of Education shall, at least once every two years, develop or revisit a list of qualified high-dosage tutoring program providers, should grant recipients choose to use external providers. To be included on the list, the provider must meet the qualifications in section (1) and (2) of this rule if providing a program and tutors or just (2) if providing a program only and must include content to be determined by the Department.

(d) The Oregon Department of Education will independently review potential providers at least once every two years by posting a Request for Information for providers to solicit information from interested vendors.

(a) ODE will publish the list no later than January 15th of odd numbered years, beginning in 2025. After the first publication, eligible applicants who use funding to pay for external high dosage tutoring services shall select from the list.

(b) Once a high-dosage tutoring program provider has been approved by the Department and placed on the list, to remain on the list the provider must every two years provide an updated information form provided by the Department.

(2) Grant recipients may use internal or external expertise for professional development and coaching. At least once every two years, the Oregon Department of Education shall develop a list of qualifications for professional development and coaching providers. The list of

qualifications shall be used by grant recipients to evaluate eligibility for those internal and external to the district to provide professional development and coaching. The Department may decide to make different qualifications for people who are internal to the district and for those external to the district.

(a) The Oregon Department of Education shall, at least once every two years, develop a list of qualified professional development providers and organizations that provide coaching related to early literacy should grant recipients choose to use external providers. To be included on the list of qualified professional development or coaching providers, the provider must meet the qualifications in section (1) of this rule and include content to be determined by the Department.

(b) The Oregon Department of Education will independently review potential providers at least once every two years post a Request for Information for providers to solicit information from interested vendors.

(a) ODE will publish the list no later than January 15th of odd numbered years, beginning in 2025. After the first publication, eligible applicants who use funding to pay for external professional development and coaching shall select from the list.

(b) Once a professional development or coaching provider has been approved by the Department and placed on the list, to remain on the list the provider must every two years provide an updated information form provided by the Department.

(c) The Department will consult with the Teacher Standards and Practices Commission to ensure the approved providers also satisfy professional development requirements for teachers.

(3) The State Board adoption criteria for Language Arts basal instructional materials and the list of basal instructional materials adopted by the State Board of Education shall be the criteria for core instructional materials meeting the early literacy school grant requirements.

(a) The Oregon Department of Education shall establish research-aligned criteria for districts to use for all materials that are not core instructional materials. Districts shall use this criteria when inventorying literacy assessments, tools, supplemental curricula, and digital resources annually.

(A) The Department shall review available criteria and resources from national and international organizations to develop criteria in:

(i) Early literacy practices;

(ii) Literacy assessment practices and tools, inclusive of both formative and diagnostic practices;

(iii) Digital literacy practices, resources, and tools;

(iv) Culturally responsive practices in literacy instruction; and

(v) Biliteracy or literacy practices in multilingual instructional settings or dual language.

(vi) Supporting students who are experiencing disabilities.

(b) Effective January 1, 2025 funds from this grant used for the adoption and implementation of K-3 core instructional materials may only be used for materials from the State Board of

Education adopted list for ELA.If core instructional materials are adopted from the State Board of Education list at the time of application, they meet the criteria for this grant.

(c) Effective January 1, 2025 funds from this grant used for the adoption and implementation of core instructional materials for prekindergarten may only be used for materials that meet criteria to be determined by the Department of Early Learning and Care by Jan 1, 2025.

(4) Rules will be applied by ODE for allowable uses of funding of the Early Literacy Success Initiative beginning July 1, 2025.

Statutory/Other Authority: ORS 327.829 and 327.833

Statutes/Other Implemented: ORS 327.825 to 327.837



OREGON
DEPARTMENT OF
EDUCATION

Early Literacy Success Initiative

State Board of Education

March 14th, 2024

62

Carmen Xiomara Urbina, Deputy Director

April Campbell, Assistant Supt., Office of Indian Education

Deb Lange, Assistant Supt., Office of Equity, Diversity, and Inclusion

Mariana Praschnik-Enriquez, Interim Director, Office of Equity, Diversity, and Inclusion

Jennifer Patterson, Assistant Supt., Office of Teaching, Learning, and Assessment

Angelica Cruz, Director of Literacy, Office of Teaching, Learning, and Assessment

Ken Greenbaum, Senior Strategic Advisor for Early Literacy, Office of Teaching, Learning, and Assessment

Grounding

“When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young” — Maya Angelou

63

In This Presentation

Rules for the three Early Literacy Success Initiatives under ODE's purview:



Early Literacy Success
Tribal Grants



Early Literacy Success
Community Grants



Early Literacy Success
School District Grants

64

Today's Agenda

- Overview
- Updates to Rules
 - Tribal Grants
 - Community Grants
 - School District Grants
- A Note on High-Dosage Tutoring
- Questions



65



Gratitude



Early Literacy Success Initiative



1. Each child must have access to consistent, culturally responsive, and research-aligned literacy instruction.
2. All parents and caregivers must be supported as full partners in their children's literacy development, starting at birth.
3. Every elementary teacher prepared in an Oregon educator prep programs must leave knowing how to teach and assess reading and writing in developmentally appropriate, culturally responsive, research-aligned ways.

Early Literacy Success Initiative (cont'd)

HB 3198
(2023)

Early Literacy School
District Grants
(ODE)

Early Literacy
Community & Tribal
Grants
(ODE)

Birth-5 Literacy Plan
& Fund
(DELIC)

**Oregon's Early
Literacy Framework**
serves as the
backbone for
implementation of
each part of the
initiative.

Early Literacy
Educator Preparation Council

Recommendations
to Governor & TSPC
related to educator
preparation

Extensive Engagement with Advisory Committees

Given the broad range of perspectives and interest in this work, ODE convened two inclusive committees to inform rule development.

- **Literacy Rules Advisory Committee:** This temporary group was convened in addition to the standard process for engagement and met five times since October throughout the permanent rule-making process.
- **Rules Advisory Committee:** ODE regularly brings rules to this group monthly for rule-making feedback and engagement. The RAC also provided input on these rules and did so again last week.

69

Early Literacy Rules Advisory Committee Members

Children's Institute
Decoding Dyslexia-Oregon
Oregon Kids Read
Oregon Response to Instruction and Intervention
Urban League of Portland
Our Children Oregon
SMART Reading
Stand for Children
The International Dyslexia Association-Oregon Branch
West Linn Wilsonville Parents for Literacy Equity

Coalition of Oregon School Administrators (COSA)
Oregon Small Schools Association
Oregon Association of ESDs
Oregon Association of School Business Officials
Oregon Association of School Executives
Oregon State Literacy Association
Oregon Education Association
Oregon School Employees Association

Multnomah ESD
Northwest Regional ESD
Willamette ESD
Harney ESD

David Douglas School District	
Gresham Barlow School District	
Klamath County School District	
Lincoln County School District	
Three Rivers School District	
Winston-Dillard School District	
Tigard-Tualatin School District	70
Lake County School District 7	

Early Learning Washington County Hub/United Way of the Columbia-Willamette
Eastern Oregon University - Literacy Dept.
Pacific University
Portland State University

Early Literacy Success Rules Overview

Definitions
Community Grants <ul style="list-style-type: none">● Establishment● Eligibility● Criteria● Funding● Reporting
Tribal Grants <ul style="list-style-type: none">● Establishment● Eligibility● Criteria
School District Grants <ul style="list-style-type: none">● Grant Administration● Funding Administration● Allowable Uses

- There are sets of rules for each initiative: Early Literacy Success Community, Tribal, and School District Grants.
- Definitions are generally written⁷¹ to apply to all rule sets, though some apply only to one or two initiatives.
- Today we will highlight substantial decisions since February's first read.

Early Literacy Success Initiative Tribal and Community Grant Funding

Background

- Short session is over and we are celebrating the approval of the \$10 million investment for Early Literacy Community & Tribal Grant.

Status

- We are ready to move forward with budget bill, SB 5701, pending the Governor's signature

72



Early Literacy Success Tribal Grants

73



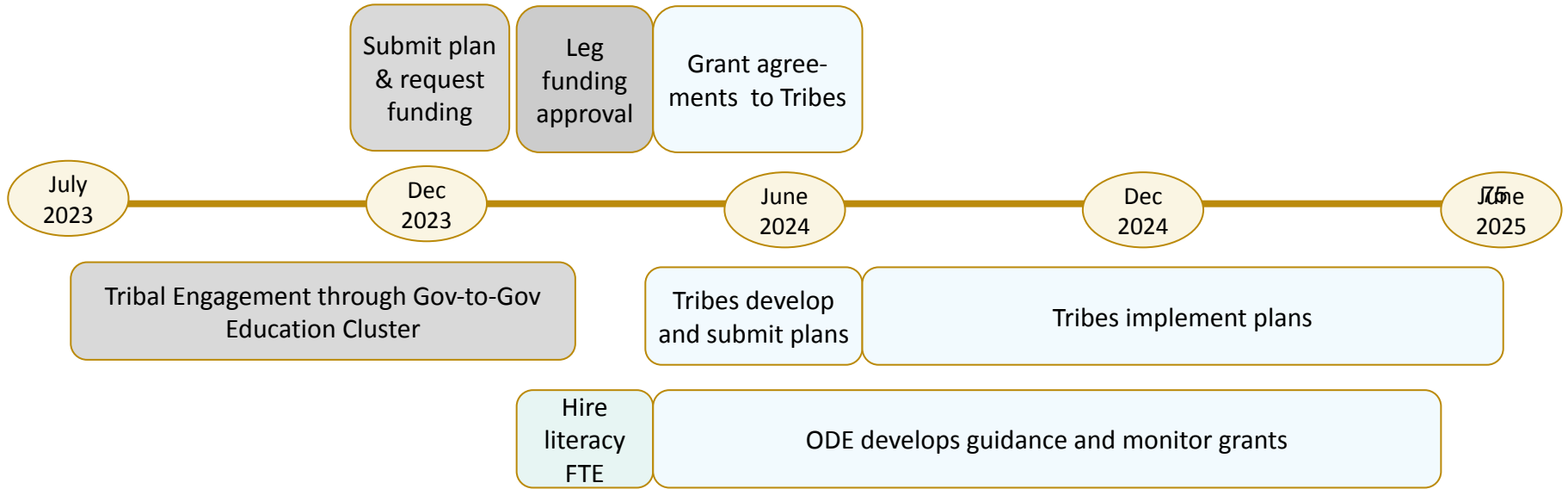
Tribal Grants

\$2 million

- Non-competitive set aside equally distributed to the nine federally recognized tribes of Oregon (\$220,000 each)
- Prior and ongoing engagement through Government to Government Education Cluster
- ODE will work closely with each Tribe to develop an Early Literacy Project Plan for investing funds aligned to Early Literacy Success grant purpose and Early Literacy goals and objectives within the AI/AN Student Success Plan



Proposed Tribal Grants Work Plan



 Completed

 Planned



Tribal Grants

- **Allowable uses of funding:**
 - flexibility allowed to meet individualized Early Literacy priorities for each Tribe
 - professional development and training for tutors
 - language revitalization
 - family engagement, support, and training for families to support early literacy success
- **Some important grant requirements:**
 - co-designed Early Literacy Project Plans for each Tribe
 - focus on culturally and linguistically responsive services
 - cap on indirect costs and direct administrative costs



Early Literacy Success Community Grants ⁷⁷



Community Grants

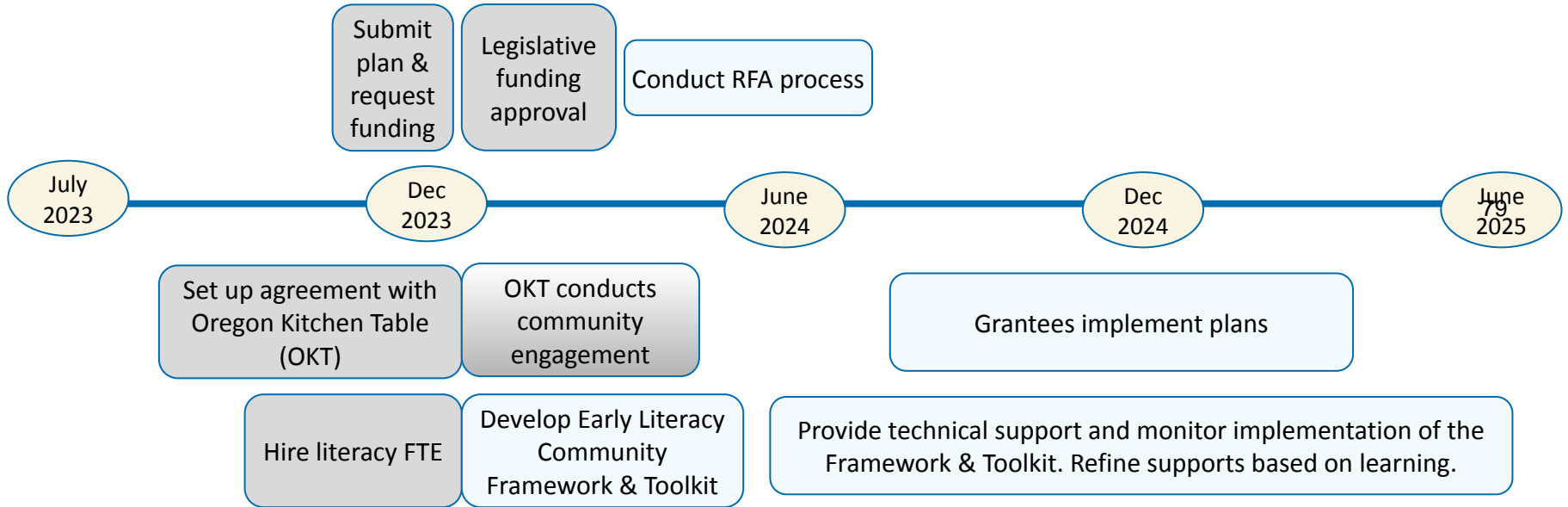
\$8 million

- Statewide Request for Applications (RFA) process to administer grants
- Grantees to implement programs and services aligned to the Early Literacy Community Framework & Toolkit (community-focused guidance and resources with essential foundations, practices, and conditions to achieve the literacy outcomes)

78



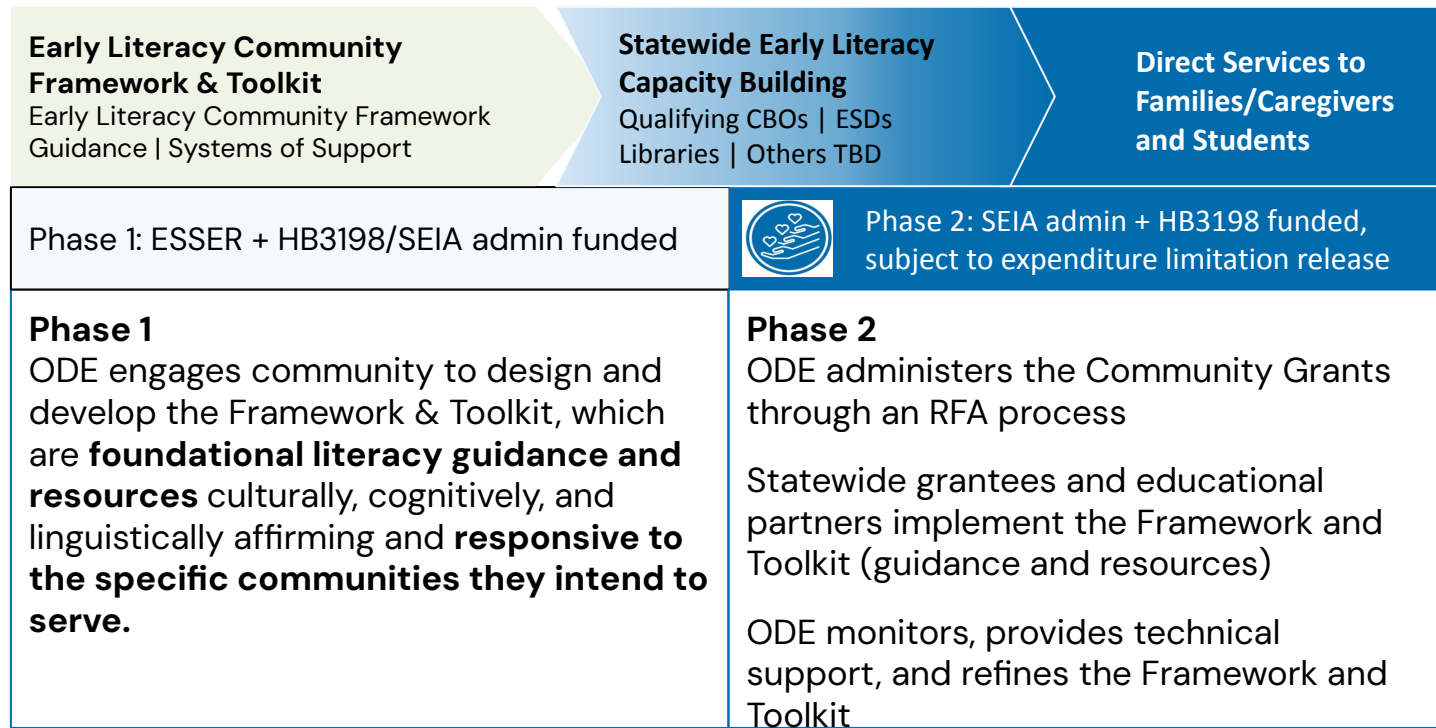
Proposed Community Grant Work Plan



 Completed

 Planned

Community Grant Phases





Community Grants



- **Allowable uses of funding:**
 - professional development and training for tutors
 - provision of high-dosage tutoring outside of school
 - family engagement, support, and training to further equip families to support early literacy success

- **Some important grant requirements:**
 - alignment to the Early Literacy Community Framework & Toolkit
 - research-aligned literacy practices
 - focus on culturally and linguistically responsive services
 - cap on indirect costs and direct administrative costs



Eligible Entities



The proposed eligibility rule identifies the following eligible entities:

- community-based organizations
- early learning hubs
- providers of early learning services
- Tribes
- public libraries
- post-secondary institutions of education
- or a consortium of these entities



Funding

“Direct Administrative Costs” means administrative functions readily allocable to and required for administering the grant program such as oversight, grant expenditure data collection, leadership that does not include direct service to teacher or students, management, and supervision. Direct administrative costs should be a smaller proportion of the overall grant amount in relation to direct service costs.

“Indirect Costs” means costs not readily identifiable with the activities of the grant but incurred for the joint benefit of those activities and other activities of the organization.

In order to ensure that a vast majority of these grant funds go to direct student service, the funding rule was originally drafted to include caps for both indirect costs, as well as direct administrative costs.

After careful consideration of the feedback that ODE received through engagement opportunities, we decided to maintain the caps for indirect costs in rule with percentages aligned to what is identified in the rules for Student Success Plan Grant programs, and include the percentages for direct administrative cost caps through the Request for Application and grant agreements.



Prioritizing Applications



Priority criteria that was omitted from rule and may be included in the Request for Application includes priority for applicants who:

- (a) Are led by Culturally-Specific Community-Based Organizations;
- (b) Demonstrate authentic and ongoing Partnerships with Community-Based Organizations, Culturally Specific Organizations, early learning hubs, providers of early learning services, school districts, educational service districts, public charter schools, public libraries, post-secondary institutions of education, or a consortium of these entities;
- (c) Will help ensure geographically equitable distribution of grant funds by including rural communities or other underserved communities;
- (d) Demonstrate research-based and evidence-based community-derived programs that increase early literacy skills for student groups in early elementary grades;



Early Literacy Success School District Grants⁸⁵



Rule Revisions & Key Decisions

Rules that have been revised:

- Core (or “Basal”) Instructional Materials for Pre-K
- Technical Fix Removing References to 4th/5th Grade for 23-25 Biennium
- Inclusion of Pre-K in Definition of “Students with Disabilities”

86

Notable decision regarding funding formula:

- Future Exploration of Pre-K Inclusion in Funding Formula



Core (or “Basal”) Instructional Materials for Pre-K

High-quality instructional materials in every school

(3) Effective January 1, 2025 funds from this grant used for the adoption and implementation of **K-3 core** instructional materials may only be used for materials from the State Board of Education **ELA** adopted list.

- (a) If basal instructional materials are adopted from the State Board of Education list at the time of application, they meet the criteria for this grant.

87

(4) Effective January 1, 2025 funds from this grant used for the adoption and implementation of core instructional materials for preK may only be used for materials that meet criteria to be determined by the Department of Early Learning and Care by Jan 1, 2025.



Technical Fix Removing References to 4th/5th Grade Beyond the 23-25 Biennium

(2) For the 2024-2025 school year, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-5 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year.

(3) For the 2025-2026 school year and thereafter, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-3 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year. ⁸⁸



Inclusion of Prekindergarten in Definition of “Students With Disabilities”

(27) “Student groups that have historically experienced academic disparities” means:

....

(c) “Students with Disabilities” means a child with a disability as defined in ORS 343.035(1) and ORS 343.035(14)(b)

89

ORS 343.035(14)(b) reads:

(14) “Preschool child with a disability” means a child from:

....

(b) Three years of age to eligibility for entry into kindergarten who needs early childhood special education services because the child has been evaluated as having one of the conditions listed under subsection (1) of this section.



Future Exploration of Pre-K Inclusion in Funding Formula

ODE is not putting forth rules at this time to include prekindergarten in the funding formula.

However, ODE and DELC are in alignment and agree with the need to consider prekindergarten enrollment as a potential future factor in allocation. ODE and DELC will evaluate currently available prekindergarten data to determine ways to ensure accurate data₉₀ sets and to assess the impact of adding prekindergarten data to the funding formula.

Note: Under the current rules, grantees *can still spend Early Literacy funds on prekindergarten students* within the allowable uses of the grant.



High-Dosage Tutoring & AI

The statute defines a “qualified tutor” as:

“an individual who is trained to implement a program providing high-dosage tutoring.”

High-dosage tutoring using AI is thus not an allowable use of funds for the Early Literacy Grant, however, ODE recognizes the need to learn more about the opportunities and risks associated with this new technology.

91

[ODE’s Guidance on AI](#) was released in August of 2023.

Thank you for supporting literacy!

“Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.”

Bishop, 1990

Oregon Department of Education



Jason Lee Elementary School, PPS



Jason Lee Elementary School, PPS

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

<p>SUBJECT: Summer Learning Formular and Applications: Temporary Rules STAFF NAME & OFFICE:</p> <p>House Bill 4082 directs the Department to allocate \$30 million to districts, charter schools, and ESDs for summer programming, prioritizing collaboration with community partners and tribes. These temporary rules establish an efficient and streamlined grant process that promotes fast implementation, flexibility, and accountability while ensuring the delivery of high-quality programming. They support the rapid implementation timeline required to allocate funds for summer 2024.</p> <p><input checked="" type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Temp Rule <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
---	--

BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:

- a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?

The proposed temporary rules stem from House Bill 4082, which directs the Oregon Department of Education (ODE) to allocate \$30 million to districts, charter schools, and ESDs for summer programming, prioritizing collaboration with community partners and tribes. This legislation aims to address educational disparities by investing in high-quality, culturally relevant summer learning programs for historically underserved student populations. HB 4082, passed by the Oregon Legislature on March 5, 2024, supports immediate funding for summer 2024 and lays the groundwork for sustainable funding mechanisms in the future. To swiftly implement the bill's provisions, ODE is proposing temporary rules outlining the funding formula, enabling prompt allocation notifications to school districts and facilitating timely program planning for the upcoming summer.

- b. What is the current requirement in rule or statute?

HB 4082, Section 5(a), states the department shall award grants under this section based on a formula established by the State Board of Education

- c. Why is this rule being brought forward right now?

This rule is being brought forward at this time to align with the passage of HB 4082, which was recently approved by the Oregon Legislature on March 10, 2024. The ODE is

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

proposing temporary rules to promptly implement the statutory requirements, ensuring that grantees receive funding in a timely manner for summer 2024, three months away.

2. Purpose

a. What function does the current rule hold?

The temporary rule is to establish a funding formula to launch the State Summer Learning Grant Programs.

b. How long has the rule been in place?

These are new temporary rules brought on by the passing of HB 4082.

3. Does the board have any areas of discretion or is this strictly mirroring statute?

a. If the board does have discretion, those areas should be called out here or in the next section.

Yes, the board possesses discretionary authority in Sections 1, 2, 3, 4, 5, 7, and 10 of the proposed rules as follows:

1. **Definitions:** Any modifications to the definitions in this section are dependent upon alterations made to sections 2, 3, 4, 6, and 9.
2. **Section 2(a)(b)(c):** The Department is tasked with creating a formula that prioritizes School Districts and Charter Schools for the allocation of Summer Learning Program Grants.
3. **Section 3(a)(b)(c)(d)(e):** The allocation formula for Districts and Charter Schools regarding the Summer Learning Grant Program will be determined.
4. **Section 4(a)(b)(c)(d):** The allocation formula specific to ESDs for the Summer Learning Grant Program will be established.
5. **Section 5(a)(b)(c)(d)(e)(f)(g)(h)(i):** The Department will define Eligible Entities and their Grant Allocations.
6. **Section 7(a)(b)(c):** The Department will evaluate all applications from Eligible Entities to confirm compliance with the requirements detailed in section 5.
7. **Section 10:** Should a Recipient's partner organization, as specified in HB 4082 (2024), invoice the Recipient for Administrative Expenses, the cumulative Administrative Expenses covered by the Summer Learning Grant Program funds for both the Recipient and their partner organization must not surpass ten percent (10%) of the Grant Allocation.

4. Stakeholder voice/input (individual and collective i.e., groups)

a. Who was involved in bringing this to the Board?

Stakeholder input, both individual and collective, has been integral to the formulation of HB 4082 and its subsequent rule-making process. The Governor's office initiated a workgroup comprising representatives from a wide array of organizations, including COSA, OSBA, OEA, OSEA, REAP (a culturally specific community-based organization), OAESD, Foundations for a Better Oregon (FBO), OregonASK, the Oregon Community Foundation, and the Oregon Coalition of Community Charter Schools. This group played a pivotal role in shaping the

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

statute and the grant distribution process, addressing early concerns about the timely disbursement of funds.

This workgroup has since evolved into an advisory committee for the bill's implementation. Additionally, the Oregon Expanding and Enriching Afterschool and Summer Experiences (EASE) Collaborative has provided valuable perspectives. EASE consists of members from the Oregon Alliance of YMCAs, Boys & Girls Clubs, the Oregon Association of Camps, OSU STEM, tribal representatives, school district leaders, and various community-based organizations. The development of the proposed rules also involved review and refinement by ODE's Rules Advisory Committee, incorporating multiple rounds of feedback to ensure the rules are comprehensive and effective.

b. What did engagement in this process entail?

Through iterative feedback sessions with these groups, we have refined the proposed rules to gain broad support and incorporates:

- The inclusion of charter schools in funding prioritization and allocations.
- The introduction of differentiated funding tiers for ESDs.
- Clarity on minimum and maximum grant amounts.
- An emphasis on the rapid notification and funding disbursement to eligible school districts and charter schools.

This collaborative approach has ensured that the rule-making process remains inclusive, responsive, and aligned with the needs and priorities of our diverse educational community.

c. Who may be affected by this?

School districts, schools, charter schools, ESDs, caregivers/families, staff, students

d. Whose voice is missing?

Student voice is missing from the specific iterative process for the creation of the formula. However, student voice has been incorporated in the design, improvement, and planning of summer learning programs through our Summer Student Voice SEED survey.

e. What additional information does the Board need prior to moving forward?

None to our knowledge.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

No, these rules are new and developed on a temporary basis specifically for summer 2024. They have not been before the state board.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.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

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 has actively engaged stakeholders, particularly those from community groups directly impacted by this rule, through a multifaceted approach. This includes participation in group meetings, analysis of feedback collected post-meetings, and one-on-one discussions with individuals presenting further inquiries or issues. Additionally, comprehensive discussions were held within ODE, involving staff from diverse departments, to ensure a holistic understanding and incorporation of varied perspectives and needs.
 - b. Who are the historically underserved groups affected?

The funding formula in this bill is built on prioritizing the highest combined percentages of focal student groups as outlined in [ORS 327.180](#) and [OAR 581-014-00](#). This ensures that school districts and charter schools with the highest numbers of focal student groups are funded first.
 - c. Has there been consultation or collaboration with tribes in this rule change or policy decision?

ODE has actively engaged with tribal members through workgroups and the Office of Indian Education to ensure these rules and the implementation of programs support the creation of high-quality, culturally relevant summer learning programs. This engagement is part of our broader strategy to facilitate meaningful partnerships with community-based organizations and tribal nations. Ongoing collaboration and coordination with Tribes are critical to the success of these grants, emphasizing the requirement for culturally informed programming. Our commitment to these principles will continue as we roll out the grants and establish a workgroup focused on future sustainable funding, ensuring that our efforts remain aligned with the needs and perspectives of tribal communities.
 - 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?

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

The funding formula was built from the inception focused on prioritizing underserved student groups. This strategy was co-created and discussed with various stakeholder groups before the pen was put to paper in the formation of rules.

2. Negative/Positive Effects

- a. What is the impact on the population most affected by this rule that the board should consider?

This temporary rule provides funding to school districts, charter schools and ESDs. The funding formula seeks to balance equity and need, prioritizing underserved communities while allowing for flexibility in allocation. This approach fosters a streamlined grant approach and mechanisms to ensure program quality which includes partnership with community organizations and tribal nations, thus enriching educational experiences. However, eligible entities face time constraints to implement programs, and reduced funding compared to 2021-22 funds means not all eligible entities will receive grants.

- b. What possible opportunities, assets or access could this rule provide?

The rules present opportunities for enhanced educational experiences and increased collaboration between schools, community organizations, and tribal nations. It provides access to resources for underserved communities, promoting equity in educational opportunities.

- c. What is the impact on eliminating the opportunity or achievement gap?

While the funding for the summer of 2024 represents a positive step, ongoing and sustained summer programs have demonstrated more impactful results in narrowing the opportunity and achievement gap. Additionally, HB 4082 establishes a workgroup to identify mechanisms for future funding, indicating a commitment to addressing long-term disparities.

- d. Have all the potential unintended consequences been considered?

The potential unintended consequences, such as administrative burdens or inequitable distribution of funds, have been carefully considered in the development of this rule. Efforts have been made to mitigate these risks through stakeholder engagement and careful planning.

- e. Does this rule advance the ESSA goals?

Yes, this rule advances the goals of the Every Student Succeeds Act (ESSA) by promoting equity in educational opportunities and supporting the academic success of all students.

3. What are the barriers to more equitable outcomes:

The conclusion of the legislative session on March 10th leaves a tight timeline for rulemaking to establish a funding formula and allocate resources to districts, especially with summer programming set to begin in just three months. This rushed timeline poses challenges in coordinating services, implementing culturally responsive outreach to families and students, hiring summer staff, and planning effectively. To achieve more equitable outcomes, it's

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

crucial any on-going legislation prioritizes ongoing and sustained multi-year grants, allowing for comprehensive planning and implementation. While HB 4082 provides a structured plan specifically tailored for summer 2024, marking a significant step forward in the state's efforts to enhance summer learning opportunities, it only provides \$30M in funding which is not enough to serve all students in the state. However, this temporary rule will establish an opportunity for ODE to prioritize funding to our focal student populations.

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. How are historically underserved populations impacted by this docket item?
This temporary rule establishes an eligibility formula to provide funding focused on districts with the highest combined percentages of focal student groups, as outlined in ORS 327.180 and OAR 581-014-0001. This prioritization ensures that resources are directed to districts serving historically underserved student populations. In addition, each district's application must detail culturally responsive practices for programming, outreach and engagement to ensure equity and inclusivity.
2. Examine the impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

The temporary rule establishing the State Summer Learning Grant Program represents a significant step towards addressing educational disparities among historically underserved populations in Oregon. By allocating funds specifically designated for high-quality, culturally relevant summer learning programs, the rule aims to directly impact these communities. These programs will provide opportunities for students from underserved backgrounds to engage in enriching educational experiences during the summer months, helping to mitigate learning loss and promote academic success.

Furthermore, the emphasis on collaboration with community-based organizations and tribal nations ensures that the programs are tailored to meet the unique needs and cultural contexts of these populations. This collaborative approach not only enhances the quality of the programs but also fosters stronger connections between schools and their surrounding communities.

In terms of ongoing and foreseeable impact, the establishment of the State Summer Learning Grant Program lays the groundwork for continued efforts to support historically underserved populations beyond Summer 2024. By demonstrating the effectiveness of targeted investments in summer learning, policymakers may be more inclined to allocate resources for similar initiatives in the future. Additionally, the partnerships forged through this program have the potential to extend beyond the initial grant period, leading to sustained support and engagement within underserved communities. Ultimately, the ongoing impact of this rule

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

change lies in its potential to contribute to long-term educational equity and opportunities for all students in Oregon.

3. Explain how the rule change, policy or action works toward improving achievement, opportunities and a sense of worthiness for underserved students?

Establishing temporary rules for the State Summer Learning Grant Program works towards improving academic growth, achievement, opportunities, and a sense of worthiness for underserved students through several key mechanisms. Firstly, by allocating funds specifically for high-quality, culturally relevant summer learning programs, the rule ensures that underserved students have access to enriching educational experiences during the summer months. These programs offer opportunities for academic enrichment, hands-on learning, and social-emotional development, all of which are crucial for fostering academic success and personal growth.

Moreover, the emphasis on collaboration with community-based organizations and tribal nations enhances the relevance and effectiveness of these programs. By partnering with entities embedded within communities, the programs can better address the unique assets, needs and cultural contexts of the students they serve. This not only improves the quality of the educational experience but also fosters a sense of belonging, builds social connection and infrastructure, reinforcing a sense of worthiness and value within the educational system.

Additionally, by prioritizing historically underserved student groups in the allocation of funds, the rule change seeks to address longstanding disparities in educational opportunities. By targeting resources towards those who have historically been marginalized or overlooked, the rule change aims to level the playing field and provide all students with equitable access to high-quality educational experiences. This not only improves academic achievement but also instills a sense of agency and possibility, empowering underserved students to pursue their goals and aspirations with confidence.

Through these efforts, these rules seek to create a foundation for a more inclusive and equitable educational system where all students have the opportunity to thrive and succeed.

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools?

The proposed temporary rules have a positive fiscal impact on the Department of Education, school districts, charter schools, and Education Service Districts (ESDs). The temporary rule establishes a funding formula that scales up per-student according to the estimated number of students served, thereby maximizing the impact of funding. Furthermore, to ensure equitable access to resources, a minimum grant amount has been set. This minimum grant amount guarantees that even small districts

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 6.A.

receive adequate funding to cover essential expenses such as staffing, partnerships, transportation, and building maintenance for at least one fully operational classroom.

In terms of fiscal and economic impact, the proposed rules allocate \$30 million specifically to districts with existing summer programs. This allocation fosters collaboration with community partners and serves as a stimulus for economic activity. Additionally, by streamlining the release of allocations to school districts, charters, and ESDs, the proposed rules provide more time for planning. This critical time enables districts to establish more partnerships, hire staff, and provide vital services to communities, thereby bolstering the local economic impact of the program. Overall, the proposed rule changes aim to leverage funding efficiently, foster collaboration, and stimulate economic activity, ultimately benefiting underserved communities and bolstering local economies.

EFFECT OF A “YES” OR “NO” VOTE

Explain the consequences of a Board approving or not approving the staff recommendation.

A “no” vote would result in a delay in the launch and implementation of the State Summer Learning Grant Program. Conversely, adopting these rules enables the ODE to promptly notify districts of their eligibility for funding, initiate the grant award process, and planning can begin for summer 2024.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

[Proposed Rules for Summer Learning Grant Program](#)

[HB 4882](#)

Proposed Rules for Summer Learning Grant Program Formula and Applications

OAR 581-017-XXXX

(1) The following definitions will be used in this section:

- (a) “Administrative Expenses” means costs not typically directly applicable to a specific project but support the business of the Recipient or program as a whole.
- (b) “Combined Focal Student Groups” means the aggregation of students who belong to one or more of the focal student groups listed in ORS 327.180(2)(b) and OAR 581-014-0001, for which the Department maintains a complete data set.
- (c) “Charter School” means a school established under ORS chapter 338.
- (d) “Department” means the Oregon Department of Education.
- (e) “Education Service District” or “ESD” means an entity established under ORS chapter 334.
- (f) “Eligible Entities” mean School Districts, Charter Schools, and ESDs that have Grant Allocations calculated based on the funding allocation formula.
- (g) “Estimated Students Served” means the estimated number of students served by Eligible Entities using Summer Learning Grant Program funds.
- (h) “Funds Per Student” means an amount of Summer Learning Grant Program funds allocated per student established by the Department.
- (i) “Grant Allocation” means the amount of Summer Learning Grant Program funds allocated to each Eligible Entity according to the Department’s formula.
- (j) “Minimum Grant” means the minimum amount of funds that a Recipient may receive.
- (k) “Maximum Grant” means the maximum amount of funds that a Recipient may receive.
- (l) “Percentage of Students Served” means a percentage established by the Department that calculates the percentage of the total student population estimated to be served by the Summer Learning Grant Program.
- (m) “Recipients” means Eligible Entities awarded Grant Allocations under the Summer Learning Grant Program.
- (n) “School District” or “District” means an entity established under ORS chapter 332.
- (o) “Summer Learning Grant Program” means the program established by HB 4082 (2024).

(2) The Department shall establish a formula that determines the prioritization of School Districts and Charter Schools to receive a Summer Learning Program Grant as follows:

- (a) The number of students belonging to one or more Combined Focal Student Groups shall be calculated for each District and Charter School;
- (b) The number of students belonging to one or more Combined Focal Student Groups shall be divided by the total number of students in each District and Charter School;

(c) The Districts and Charter Schools shall be ranked according to the highest percentage of Combined Focal Student Group students as compared to overall District and Charter School student population.

(3) The District and Charter School allocation formula for the Summer Learning Grant Program shall be calculated as follows:

- (a) The Department shall calculate the number of Estimated Students Served by multiplying the District's or Charter School's total student population by the Percentage of Students Served for each District and Charter School;
- (b) The Department shall multiply the Estimated Students Served by the Funds Per Student to arrive an allocation for the District or Charter School;
- (c) If a District's or Charter School's total student population is 25 or less, then the Department shall multiply the total student population by the Funds Per Student to arrive at an allocation for the District or Charter School;
- (d) If the allocation for the District or Charter School is less than the Minimum Grant, then the District's or Charter School's allocation shall be increased to the Minimum Grant amount; and
- (e) If the allocation for the District or Charter School is greater than the Maximum Grant, then the District's or Charter School's allocation shall be decreased to the Maximum Grant amount.

(4) The ESD allocation formula for the Summer Learning Grant Program shall be calculated as follows:

- (a) If the total student population of the ESD's component Districts is 5,000 or less, then the ESD's allocation shall be the Minimum Grant;
- (b) If the total student population of the ESD's component Districts is between 5,001 and 10,000, then the ESD's allocation shall be twice the Minimum Grant;
- (c) If the total student population of the ESD's component Districts is between 10,001 and 70,000, then the ESD's allocation shall be three times the Minimum Grant; and
- (d) If the total student population of the ESD's component Districts is 70,001 or greater, then the ESD's allocation shall be four times the Minimum Grant.

(5) The Department shall establish the list of Eligible Entities and their Grant Allocations as follows:

- (a) The Department shall calculate a total allocation for each ESD;
- (b) The Department shall start with the District or Charter School with the highest priority under the prioritization formula; and
- (c) The Department shall calculate a total allocation for each District and Charter School until there are insufficient Summer Learning Grant Program funds to provide a full allocation to a District or Charter School.
- (d) The Department will maintain a prioritized waitlist of Districts and Charter Schools that are not Eligible Entities.

- (e) If an Eligible Entity does not apply for a grant, or the Department determines that an Eligible Entity does not meet the requirements of section (5) below, then the Eligible Entity will not be awarded its Grant Allocation.
- (f) All unused Grant Allocations will be provided to the District or Charter School with the highest priority on the waitlist until that District's or Charter School's Grant Allocation is complete.
- (g) Remaining unused Grant Allocations will be provided to the next District or Charter School on the waitlist as needed.
- (h) All Grant Allocations calculated by the Department shall be final.
- (6) Eligible Entities may apply for the Summer Learning Grant Program by submitting an application, on a form developed by the Department, that:**
 - (a) Describes how an Eligible Entity will meet the academic enrichment goal as described by HB 4082 (2024);
 - (b) Describes how an Eligible Entity will meet the youth development goal as described by HB 4082 (2024);
 - (c) Describes how an Eligible Entity will meet the equitable access, outreach, and engagement goal as described by HB 4082 (2024);
 - (d) Provides a copy of a plan required by HB 4082 (2024);
 - (e) Provides a letter from a partner as described by HB 4082;
 - (f) Provides a schedule demonstrating the minimum hours of instruction required by HB 4082 (2024);
 - (g) Describes how the Eligible Entity will provide effective and culturally responsive practices and outreach methods to ensure the enrollment of focal student groups identified by ORS 327.180(2)(b) and OAR 581-014-0001; and
 - (h) Certifies that the Eligible Entity will comply with all reporting requirements as required by HB 4082 (2024).
- (7) The Department shall review all applications submitted by Eligible Entities and determine if the applications meet the requirements of section (5) above.**
 - (a) If the Department determines that an application does not meet the qualifications, then the Eligible Entity will be denied its Grant Allocation.
 - (b) The Department may work with an Eligible Entity to correct deficiencies in the Eligible Entity's application.
 - (c) All determinations by the Department shall be final.
- (8) Recipients shall use Summer Learning Grant Program funds for uses described in HB 4082 (2024).**
- (9) Recipients may use a maximum of ten percent (10%) of their Grant Allocation for Administrative Expenses.**

(10) If a Recipient’s partner organization, as described in HB 4082 (2024), separately bills the Recipient for Administrative Expenses, then the total amount of Administrative Expenses reimbursable by the Summer Learning Grant Program funds for both the Recipient and their partner organization shall not exceed ten percent (10%) of the Grant Allocation.

Statutory/Other Authority: [HB 4082 \(2024\)](#)

HB 4082: Temporary Rules for Summer Learning 2024



Subject: **Temporary Rules** to Establish a Prioritization and Funding Formula for Summer Learning Programs in 2024-
HB 4082 (passed on March 10, 2024).

The Story of Summer Continues:

105

- Summer learning investments made in 2021 and 2022 were a part of budget bills.
- No funding for summer 2023.
- HB 4082 provides a structured plan for summer 2024.

Goal: Establish an efficient and **streamlined grant process** that promotes fast implementation, flexibility, and accountability while **ensuring the delivery of high-quality programming.**

Immediate Funding with a Plan for the Future

HB 4082

This statewide summer learning grant will foster success for Oregon student's by improving readiness to learn, academic growth, and providing safe, healthy, and enriching ways to grow during the summer months.



Immediate Funding Summer 2024

HB 4082 directs ODE to allocate \$30 million focused on historically underserved students directly to school districts, charter schools, and ESDs with pre-existing plans for summer programming while prioritizing collaboration with community partners and tribal nations.



Plan for the Future

Establishes a workgroup that will recommend a sustainable state-funded summer learning plan, ensuring equitable access, funding mechanisms, proposing outcome metrics, streamlining grant administration, incentivizing partnerships, and establishing best practices.

Grants Structured for Quality



1. Must already have a plan for summer programming.
2. Must be able to provide a minimum of 80 hours of programming.
3. The 80 hours of programming must meet all of these goals on their own or through partnership:
 - a. **Academic enrichment** (based on state standards)
 - b. **Youth development** (including hands-on and social emotional learning)
 - c. **Equitable access and family partnership** (culturally and linguistically responsive)
4. Must have at least one partnership which includes a written letter of support from the partner entity with a description of services to be provided.

Engagement



- Governor's Workgroup
- EASE Collaborative (Expanding and Enriching Afterschool and Summer Experiences)
- Rules Advisory Committee
- OEA
- OSBA
- COSA
- OAESD
- OSEA
- REAP (culturally specific community organization)
- Foundations for Better Oregon (FBO)
- OregonASK
- Oregon Community Foundation (OCF)
- Oregon Coalition for Charter Schools
- Oregon Alliance of YMCAs
- Alliance of Boys & Girls Club
- Oregon Association of Camps
- OSU STEM
- Tribal members
- School district leaders
- Various community-based organizations

108

Meeting the Challenge of Expedited Funding

Timing Challenges:

- The legislative session concluded on March 10th, followed by the bill's signing by the Governor shortly afterward.
- With summer programming starting three months later, the window for rulemaking to establish a funding formula and post district allocations is limited.

109

Solution:

- A three-step grant process that ensures an efficient and effective funding formula and prompt posting of district allocations, allowing adequate time for planning and implementation.
- Ongoing engagement through HB 4082 workgroup designed to continue dialogue on implementation practices for future sustainable state-funded summer programs.

Temporary Rules Follow Three Step Grant Process

Step 1

Prioritization & Funding
ODE determines and releases a list of eligible school districts, charter schools, and ESDs with funding allocations to provide summer learning programs in 2024.

Step 2

Accept/Decline Initial Eligibility
Eligible entities accept or decline initial eligibility. If they accept, they submit an application demonstrating they meet the program requirements.

Step 3

Application
ODE reviews applications to ensure program requirements are met and supports implementation with technical assistance.

110

Step 1: Grant Prioritization & Funding Process

District Prioritization

- ODE will develop an eligibility formula prioritizing districts with the highest combined percentages of focal student groups outlined in [ORS 327.180](#) and [OAR 581-014-0001](#).

111

Allocation Formula

- Once district prioritization is determined, a formula to commit funds will be developed until the \$30 million is exhausted.
- Allocation will scale up per-student according to estimated number of students served.

Minimum grant: \$20,000

- Ensures adequate resources for small districts, covering expenses such as staffing, partnerships, transportation, and building maintenance for one fully operational classroom.

Maximum grant: \$1.5 million

- Expands to additional districts while refining fund allocation precision, informed through an analysis of 2021-22 state summer learning grant expenditures.

Step 2: Accept or Decline Eligibility

- Eligible school districts, charter schools, and ESDs will be notified of their **initial eligibility** and invited to submit an application demonstrating compliance with grant requirements.
- Districts, charter schools, and ESDs have the option to **decline funds**.
- Declined funds will be **reallocated** to additional school districts and charter schools on the **prioritized waiting list**.

112

Education Service Districts (ESDs)

ESD allocations are determined based on the total student population of component school districts:

- Population $\leq 5,000$: Minimum Grant
- Population between 5,001 and 10,000: Twice the Minimum Grant
- Population between 10,001 and 70,000: Three times the Minimum Grant
- Population $\geq 70,001$: Four times the Minimum Grant

Step 3: Application

- **Describes** how eligible entity will meet three goals of the program
 1. **Academic enrichment** (based on State academic standards)
 2. **Youth development** (including hands-on and social emotional learning)
 3. **Equitable Access and Family Partnership** (culturally and linguistically responsive)
- **Describes** how eligible entity will provide culturally responsive practices

- **Provides** a copy of a existing summer learning plan
- **Provides** letter of support by at least one partner as described in HB 4082
- **Provides** a schedule demonstrating required minimum 80 program hours
- **Assures** eligible entities will comply with reporting requirements

Draft Allocation Summary



Total Summer Learning Grant Funds	\$30,000,000
Est % Dist/Charter Population Served	23%
Minimum Grant Amount	\$20,000
Maximum Grant Amount	\$1,500,000
Total Estimated Students Served	48,453
Total Charter Schools Allocated Funds	24
Total Districts Allocated Funds	48
Total ESDs Allocated Funds	19
Total Entities Allocated Funds	91
Total Small Districts Allocated Funds	29
Total Med Districts Allocated Funds	15
Total Large Districts Allocated Funds	4
Total ESDs w/ Dist/Charter Allocations	17

<i>Small District: Up to 2,500 total students</i>
<i>Medium District: 2,501 - 9,999 total students</i>
<i>Large District: 10,000+ total students</i>

Proposed Temporary Rule Impacts

Racial Equity:

- District prioritization is based on combined percentage of focal students, including underserved race/ethnicity student groups. ¹¹⁵
- Application must detail culturally responsive practices for programming, outreach and engagement to ensure equity and inclusivity.

Fiscal/Economic & Small Business Impact:

- The proposed rules allocate \$30 million to districts with existing summer programs, fostering collaboration with community partners and stimulating economic activity.
- Minimum grant amount ensures equitable access to resources for all districts.
- Funding formula scales up per-student to maximize impact.
- Streamlined release of allocations enables more planning time for districts, fostering collaboration and economic growth.

Questions

ODE Summer Learning Team

Email: ODE.SummerLearning@ode.oregon.gov

Raquel Gwynn, ODE 21st CCLC Education Specialist

Email: raquel.gwynn@ode.oregon.gov

Savanah Solario, ODE Program Improvement Analyst

Email: savanah.solario@ode.oregon.gov

Michael Elliott, ODE Managing Director, School Finance and Facilities¹¹⁶

Email: michael.s.elliott@ode.oregon.gov

Liz Ross, ODE Director, Federal Systems Team

Email: liz.ross@ode.oregon.gov

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant

<p>SUBJECT: Safe School Culture Grant - SB 283</p> <p>ODE STAFF: Carmen Xiomara Urbina, Deputy Director, ODE Michael Elliott, Director of School Facilities, Office of Finance & Information Technology</p> <p>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 includes the 1st reading of the proposed permanent rule for the distribution of these grant funds. The permanent rule would replace the temporary rule for this grant, which the Board adopted in October 2023.</p> <p><input checked="" type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
---	--

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

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant

- 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.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant

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.

SUMMARY OF PREVIOUS BOARD ACTION

Yes, the Board adopted a temporary rule for the Safe School Culture Grant in October. This proposed permanent rule is the same as the currently adopted temporary rule.

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 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 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

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant

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 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 non-chartered public schools from the Department of Education. As such, under the proposed rule, public charter schools are treated the same as school districts.

Has the agency provided an opportunity to receive feedback on this proposed rule?

ODE staff has requested input from the field via email. We have met three times with the Rules Advisory Committee and have held two office hour meetings with potential grantees.

EQUITY IMPACT ANALYSIS

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.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: SB 283 (2023) Safe School Culture Grant

- **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

N/A – First Read

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: [OAR 581-017-XXXX Safe School Culture Grant: Distribution Formula](#)

Attachment 2: [Senate Bill 283](#) Sections 8-12

Attachment 3: [581-017-0283](#) Safe School Culture Grant

581-017-0283 Safe School Culture Grant

(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 592, Sections 8 to 12, 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 592, Sections 8 to 12, 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](#);



SB 283: Safe School Culture Grant Fund Distribution: Permanent Rule

125

Carmen Xiomara Urbina, Deputy Director
Michael Elliott, Director of School Facilities, Office of Finance
& Information Technology

March 14, 2024

Safe School Culture Grant: Background

The purpose of Safe School Culture Grant program is to encourage school districts and ESDs to develop a cohort of **certified instructors** in **nationally-recognized, nonviolent, crisis intervention methods**.

126

These newly certified instructors will provide training to school staff to equip them with de-escalation techniques to prevent and address behavioral incidents.

Examples: Nonviolent Crisis Intervention and De-escalation Techniques

Nonviolent Communication:

Active Listening: Demonstrating genuine concern, interest, understanding and empathy, while acknowledging feelings and emotions.

127

Respect and Dignity: Treating individuals with a high degree of respect, regardless of their behavior.

Crisis Prevention and De-Escalation:

Maintaining Calm: Regulating one's own emotions, modeling appropriate behavior, using clear and simple language.

Collaborative Problem-Solving: Involving individuals in finding solutions, encouraging expression of needs and concerns.

Setting Boundaries: Clearly defining acceptable behavior and boundaries calmly and consistently.

Distraction and Redirection: Redirecting attention to something positive or engaging, while distracting from sources of distress.

Supportive Strategies: Offering support and reassurance to help individuals feel safe.

Follow-Up and Prevention: Implementing preventive strategies to minimize future incidents and conducting post-incident debriefings to learn from situations to prevent reoccurrence.

Safe School Culture Grant: How it Works

The grant reimburses school districts (including public charter schools) and ESDs for the costs associated with staff members becoming certified instructor in nonviolent crisis intervention methods.

128

To receive the reimbursement, the certified instructors need to train a minimum number of staff. In addition, districts, ESDs and charter schools must meet reporting requirements.

Safe School Culture Grant: Fund Distribution

SB 283 requires the State Board of Education to adopt rules for grant distribution with the following *minimum* requirements:

129

- Limit reimbursements to completed certifications for new instructors
- Establish method to reimburse wages or stipends for the time spent attending the certification course
- Permit any unexpended grant funds to be used for costs of training staff at the school district, ESD or charter school

Safe School Culture Grant: Fund Distribution

To address these minimum requirements, the proposed permanent rule:

130

- Defines: Cost per Instructor; Initial Instructors; State Match Instructors; Stipend; & Student
- Establishes the allocation method for the Instructor Training Costs, including estimated cost of course, stipends and other related costs
- Establishes the allocation method for Remaining Grant Funds for costs associated with in-house training of staff by school districts, charter schools and ESDs
- Permits the use of 3% of the grant funds for ODE administrative costs, as provided in SB 283

Safe School Culture Grant: Fund Distribution

In addition to the minimum requirements, the proposed rule:

131

- Adds a small school floor
- 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.

Safe School Culture Grant: Up Front Estimates

This proposed distribution method will allow the Department to provide “up front” grant allocation estimates to school districts, ESDs, and charter schools (probably in early November)

132

Districts, ESDs and charter schools will still need to meet the requirements of the program to receive the actual reimbursement from their “set aside” allocation.

Safe School Culture Grant: Equity Impact

To determine if a course “nationally recognized” as directed by SB 283 , the Department is requiring that the courses be approved under OAR 581-021-0563.

133

While this rule does not explicitly require inclusive practices, the Department already requires approved programs to include inclusive practices such as **implicit bias awareness, trauma-informed approaches, and inclusive language and communication.**

In addition, the Department intends to include a provision in the grant agreements that require recipients to use training organizations that meet the equity practices as outlined above.

Safe School Culture Grant

Engagement & Timeline:

10/1/2023 - Requested feedback on the proposed rule to potential grantees via email message¹³⁴

10/5/2023 - Presented temporary rule to the ODE Rules Advisory Committee

10/19/2023 - State Board of Education adopted temporary rule

1/3/2024 - Held Office Hours with Grantees on Grant Program

1/16/2024 - Held Office Hours with Grantees on Grant Program

2/1/2024 - Presented proposed permanent rule to ODE Rules Advisory Committee

3/14/2024 - Present permanent rule to the State Board of Education - 1st Reading

4/18/2024 - Present permanent rule to the State Board of Education - Adoption

Safe School Culture Grant: Status Update

- Application Period has closed.
- Applications submitted by:
 - 80 School Districts
 - 41 Charter Schools
 - 12 ESDs
 - 3 Consortia
- Feedback from the Field
 - Appreciative of the Opportunity and See the Need
 - Wish it could be used for renewals
 - Minimum required levels for staff trained is too high for some smaller ESDs & School Districts
 - Timeline was short
 - This is one-time grant funding; wish it could be extended and allow the program to grow

135

Safe School Culture Grant

136

Questions

581-051-0610

Community Eligibility Provision Incentive Reimbursement Program

(1) As used in this section:

(a) "Breakfast" means a reimbursable breakfast that is provided through the federal School Breakfast Program.

(b) "Community Eligibility Provision" refers to the alternative reimbursement option administered by the United States Department of Agriculture for schools and school districts in high-poverty areas through which participating schools or school districts agree to provide breakfasts and lunches at no charge to all students in exchange for receiving federal meal reimbursements based on the schools' or districts' identified student percentage.

(c) "Eligible school or district" means a school, a group of schools, or a school district that:

(A) Has an identified student percentage of at least 40 percent, as of April 1 of the school year prior to participating, Effective beginning School Year 2024-2025 and thereafter, meets all federal regulations and requirements for participating in the Community Eligibility Provision per 7 CFR 245.9(f);

(B) Participates in both the federal National School Lunch and School Breakfast Programs; and

(C) Complies with the regulations and procedures established by the United States Department of Agriculture for the administration of the Community Eligibility Provision.

(d) "Identified students" has the meaning given that term in 7 CFR 245.9(f).

(e) "Identified student percentage" has the meaning given that term in 7 CFR 245.9(f).

(f) "Identified student percentage reimbursement goal" is the percentage of all breakfasts and lunches an eligible school or district served to its students during a school year that the Oregon Department of Education has determined should be reimbursed at an amount equal to either the applicable federal free meal reimbursement rate, or a supplemental meal reimbursement rate calculated by the department for the Community Eligibility Provision Incentive Reimbursement Program.

(g) "Lunch" means a reimbursable lunch that is provided through the federal National School Lunch Program.

(h) "School district" means an Oregon common school district, joint school district, union high school district, education service district, or public charter school.

(i) "School year" means the twelve-month period beginning on July 1 and ending on June 30.

(2) The purpose of the Community Eligibility Provision Incentive Reimbursement Program is to encourage participation in the federal Community Eligibility Provision, and maximize the number of schools participating in the provision, by making the provision financially viable for more eligible schools and districts. The program achieves its purpose by supplementing the federal reimbursements participating

schools and school districts receive for the breakfasts and lunches they serve at no cost to their students with an additional state-funded meal reimbursement.

(3)(a) The Oregon Department of Education will notify each school or district that is eligible for participation in the Community Eligibility Provision Incentive Reimbursement Program of its eligibility and that it will receive a supplemental, state-funded meal reimbursement that is in addition to any federal meal reimbursement received through the Community Eligibility Provision. The program is not competitive; participation in the program is open to all eligible schools and districts.

(b) An eligible school or district must notify the department of its intent to participate in the Community Eligibility Provision Incentive Reimbursement Program in the form and manner prescribed by the department.

(4)(a) The Oregon Department of Education will make the first reimbursements under the Community Eligibility Provision Incentive Reimbursement Program for breakfasts and lunches eligible schools and districts serve their students during the 2020-21 school year.

(b) Beginning in the 2020-21 school year, the department will publish the identified student percentage reimbursement goal for the current school year. Depending on the number of claims received, the amount of state funds allocated for reimbursements, the amount of state funds available for paying claims, changes in student enrollment, or other related factors, the department may revise the identified student percentage reimbursement goal for the current school year. The department will notify eligible schools and districts eight weeks in advance of any changes in the current school year's identified student percentage reimbursement goal.

(5) The Oregon Department of Education will issue periodic reports about the Community Eligibility Provision Incentive Reimbursement Program. The reports will include, but are not limited to, how much remains of the funds allocated for the program, the number of schools or districts participating, and the number of students served.

(6)(a) The Oregon Department of Education will publish a Community Eligibility Provision Incentive Reimbursement Program agreement form. Eligible schools or districts must submit a signed agreement form to the department before they can receive supplemental, state-funded meal reimbursements through the program.

(b) The department will base its program agreement on an eligible school or district's existing agreement with the department to operate one or more federal school nutrition programs. The program agreements will include, but are not limited to, a requirement that the eligible school or district comply with applicable state and federal requirements for the administration of the federal school nutrition programs and the terms of its existing agreement to operate one or more federal school nutrition programs.

(7)(a) The Oregon Department of Education will develop an annual supplemental meal reimbursement rate for the Community Eligibility Provision Incentive Reimbursement Program. The supplemental meal reimbursement rate will be based on:

(A) The free reimbursement rate established by the United States Department of Agriculture for reimbursable meals; and

(B) Any amounts otherwise reimbursed or paid by state, federal or other sources.

(b) Notwithstanding paragraph (a) of this subsection, the department may calculate an alternative supplemental meal reimbursement at a lower rate for schools and districts participating in the program that have an identified student percentage that is equal to or greater than ~~30-15~~ percent, but less than ~~40~~ 25 percent, as of April 1 of the fourth year of the school or district's four-year community eligibility cycle, and are continuing on the Community Eligibility Provision for a fifth year.

(8)(a) Eligible schools and districts participating in the Community Eligibility Provision Incentive Reimbursement Program must submit a monthly claim for reimbursement in the form and manner prescribed by the Oregon Department of Education. The department will process supplemental, state-funded meal reimbursements paid through the program according to the United States Department of Agriculture's rules and procedures for submitting and processing meal reimbursement claims through the National School Lunch and School Breakfast Programs.

(b) If a monthly claim for reimbursement submitted by a school or district participating in the program is adjusted after the school or district received federal or state reimbursements for the meals it served during that month, the department may take steps to avoid an overpayment or underpayment, including but not limited to reducing or increasing the amount of the following month's supplemental meal reimbursement by the amount of the overpayment or underpayment.

(c) A school or district participating in the program may not receive supplemental state funds if it does not submit a monthly claim for reimbursement.

(9) A school or district participating in the Community Eligibility Provision Incentive Reimbursement Program must deposit any supplemental, state-funded meal reimbursements it receives through the program in its nonprofit school food service account.

(10)(a) The Oregon Department of Education shall publish performance measures and guidance documents for participants in the Community Eligibility Provision Incentive Reimbursement Program.

(b) Every year, a school or district participating in the program must report on the program in the manner and form prescribed by the department. The department may only require reporting that is necessary:

(A) For making reimbursements under this section;

(B) To ensure the accuracy of reimbursements made under this section, and compliance with this section and the program agreement; or

(C) To prevent waste, fraud, and abuse in reimbursements made under this section.

Statutory/Other Authority: 2019 OR Laws, Ch. 122, Sec. 30 (Enrolled HB 3427)

Statutes/Other Implemented: 2019 OR Laws, Ch. 122, Sec. 30 (Enrolled HB 3427)

History:

[ODE 33-2022, amend filed 06/23/2022, effective 06/23/2022](#)

[ODE 12-2020, adopt filed 04/23/2020, effective 04/23/2020](#)

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.B.

<p>SUBJECT: Community Eligibility Provision (CEP) Incentive Program Rule Revision STAFF NAME & OFFICE: Jessica Visinsky, Child Nutrition Program</p> <p>We are seeking revision of the current CEP Incentive Program Rule to align with revised federal regulations.</p> <p><input type="checkbox"/> New Rule <input checked="" type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
--	---

BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
 - a. CEP is a federal program that allows eligible schools to offer all students breakfast and lunch at no charge, under USDA meal program
 - b. Eligibility for CEP is based on percentage of total students enrolled in a federal assistance program (known as identified student percentage)
 - c. Previous federal threshold for eligibility in CEP was 40% ISP, USDA lowered this threshold to 25% in October 2023
 - d. Student Success Act (SSA) Child Nutrition Initiatives provide supplemental reimbursement for schools that participate in CEP
2. Purpose
 - a. This rule provides guidance on the supplemental funding received by eligible CEP schools through the Hunger Free Schools Account.
3. Does the board have any areas of discretion or is this strictly mirroring statute?
 - a. The changes are mirroring current federal statute.
4. Stakeholder voice/input (individual and collective i.e., groups)
 - a. Multiple stakeholder groups were engaged when the federal regulations were updated. ODE CNP met with advocacy groups, school district personnel, and legislators. All parties indicated interest in changing the current OAR to align with federal regulation. The impotence behind the alignment is to ensure that all schools participating in CEP may be eligible to receive state supplemental funds.

SUMMARY OF PREVIOUS BOARD ACTION

1. This change has not been before the board previously.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.B.

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
 - a. ODE Child Nutrition Programs has been working very closely with a wide group of stakeholders around this program.
2. Negative/Positive Effects
 - a. Updating the rule will allow all schools that participate in CEP to be eligible for state supplemental funding.
3. What are the barriers to more equitable outcomes, either:
 - a. Failing to update the rule would mean that not all schools that provide meals to students at no charge would be eligible for state supplemental funding.

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. Revising the current OAR will allow a greater number of schools to receive SSA supplemental funding, encouraging greater participation in CEP and a larger number of students receiving school breakfast and lunch at no charge.

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

1. Change in this rule will not hold any additional fiscal impact to ODE, nor any measurable financial impact to small businesses

EFFECT OF A "YES" OR "NO" VOTE

Approving the change will result in the OAR aligning with federal regulations and will provide opportunities for a greater number of schools to receive supplemental state funding for participating in the CEP Incentive Program and providing meals at no cost to students.

Voting No on the rule change will not allow for this funding the reach schools that elect at the lower eligibility levels, which will most likely prevent them from participating in CEP and offering meals to students at no charge.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.B.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: CEPI OAR 581-051-0610

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.C.

<p>SUBJECT: Standards for Approved Recovery Schools – OAR Chapter 581 Division 30 – New Division of OARs</p> <p>STAFF NAME & OFFICE: Kate Pattison, Director of School Choice, Options, and Recovery Education; Director’s Office</p> <p>This new division establishes the standards for approved recovery schools. These schools will provide students with a holistic approach to both education for grades 9 through 12 and health care services related to recovery from substance use disorders.</p> <p><input checked="" type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
---	--

BACKGROUND

HB 2767 was signed in June 2023 (now ORS 336.680-336.685), establishing a limited number of approved recovery schools in Oregon. These schools, under an agreement with the Department of Education, will provide students with a holistic approach to both education and health care for grades 9 through 12 related to recovery from substance use disorders. Recovery schools will have two goals: 1) to deliver high quality education that leads to an Oregon high school diploma; and 2) to support students in recovery by providing mental and behavioral health support in a safe, supportive environment to maintain abstinence.

The new law allows for the Oregon Department of Education (ODE) to approve up to nine schools, regionally accessible across the state, between 2023 and June 2029. The Department may contract with school districts, ESDs, or public charter schools to operate approved recovery schools. These will be small high schools, typically serving between 5-30 students in spaces separate from the local high school. To support the educational and therapeutic design necessary for recovery schools to succeed in their mission, these schools are funded with a combination of State School Fund dollars and the Statewide Education Initiatives Account.

HB 2767 also established the Recovery Schools Advisory Committee that was established and started meeting in November 2023. This committee is made up of 15 members including the following categories with representation from Oregon’s geographic regions and demographics.

- Three members with experience in establishing or operating recovery schools.
- One member from the Department of Education.
- One member from the Youth Development Division.
- One member from the Alcohol and Drug Policy Commission.
- One member from the Oregon Health Authority.
- One member from local public health or mental health authorities or providers.
- One member who is a family member or caregiver of a student recovering from a substance use disorder and who has experience with recovery schools or assisting others with overcoming substance use disorders.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.C.

- One youth who has experience with a recovery school or who has overcome a substance use disorder.
- One member who is an administrator of a school district or an education service district, with preference for an administrator who has experience collaborating with a recovery school.

The proposed rules outline standards for the establishment and operation of approved recovery schools in Oregon. This new division includes fourteen sections of rule that outline the process and requirements for approving new recovery schools.

1. **Definitions:** This section provides important clarity and limitations regarding the scope of what approved recovery schools will do. When possible, definitions have been aligned with definitions from the Oregon Health Authority OARs.
 - a. **“Recovery”** has the meaning described by the Association of Recovery Schools in the Accreditation Manual document.

The Association of Recovery Schools defines “recovery” in their Accreditation Manual as: “a process of change focused on substance use abstinence, through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.”

2. **Approved Recovery School Establishment:** Allows an approved recovery school to be established as a new public school or converting from an existing public school or alternative education program. It also further clarifies that approved recovery schools cannot charge tuition to residents of Oregon and requires an application to be approved by ODE.
3. **Recovery School Approval Requirements and Timelines:** Outlines the minimum requirements of the application to operate an approved recovery school that will be submitted to ODE. These requirements will be incorporated into an RFA and corresponding guidance.
4. **Evaluation Criteria for Approved Recovery School Applications:** Names the criteria by which ODE will evaluate whether to approve an application to operate an approved recovery school.
5. **Term and Renewal of Approved Recovery School Agreements:** Establishes terms not to exceed ten years and the criteria for renewal and ongoing operation.
6. **Approved Recovery School Financial Management System and Audit:** Requires approved recovery schools to have a financial management system that complies with the uniform budget and accounting system for public schools and districts. It also requires the approved recovery school financials to be audited annually and include transparency on all funding sources to ensure actual operating costs can be calculated.
7. **Approved Recovery School Performance Evaluation:** Directs ODE to evaluate the schools based on current guidance. The current design is to align guidance with the national accreditation standards for recovery schools.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.C.

8. **Termination or Closure of an Approved Recovery School:** This section sets standards for the termination or closure of an approved recovery school.
9. **Assets of Approved Recovery Schools:** Directs assets to be given to ODE if an approved recovery school is closed. Assets may be distributed to other public schools or districts and may be prioritized to other operating approved recovery schools.
10. **Approved recovery school campus location and multiple campuses:** Describes the location and boundaries of an approved recovery school. It also describes how, and within what limitations, an approved recovery school may operate a satellite campus outside of the primary boundaries.
11. **Requirements for Student Enrollment in an Approved Recovery School:** This section prescribes the foundational standards for enrollment including screening, agreement to random drug testing, and nondiscrimination. It also describes the requirements for student records transfers and identifies who provides certain forms of notice regarding special education responsibilities.
12. **Teacher Qualifications:** Reiterates the requirement for all teachers to be licensed by TSPC and states that all experience in an approved recovery school shall be equivalent to experience in other public schools.
13. **Transportation:** Establishes the responsibility of the approved recovery school to transport students who reside in the boundary where the school is located. It allows approved recovery schools to establish new routes and for transportation costs incurred by a school district for the approved recovery school to be reimbursable.
14. **State School Fund Calculations for Approved Recovery Schools:** Sets the foundational formula for how approved recovery schools will be funded from the State School Fund. Students will generate a 2.0 weight based on the Statewide Average General Purpose Grant per ADMw. The schools will be funded as a carve out prior to the calculation of school district allocations. It also requires a regular reconciliation of the funds based on actual enrollment.

The Recovery Schools Advisory Committee has been involved in the development of the proposed rules. They have met five times since November 15, 2023 with additional subcommittees meeting to discuss these standards and how ODE will implement this new legislation.

In addition to engagement with the advisory committee, these rules have been shared with education partners, the recovery schools listserv, and the Rules Advisory Committee (RAC). All feedback has been considered and incorporated in to the current draft. The Department is hosting a public engagement session in April prior to the next State Board meeting.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.C.

SUMMARY OF PREVIOUS BOARD ACTION

These are new rules in response to HB 2767 (2023). The Board has not taken any previous action.

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

1. Application Process, Contract Terms, Renewals, and Terminations: OAR vs contracts

How much detail should be included as requirements and criteria for establishing contracts to operate approved recovery schools?

Staff and the advisory committee have discussed how prescriptive to be in OAR versus allow for more flexibility in RFP and contracting process. The current draft of rules reflects a leaning to include specific application requirements, contract term lengths and criteria for applications, renewals, and terminations to be included in OAR. The rationale is to ensure transparency and consistency in the initial establishment and operation of approved recovery schools.

2. Transportation

Should approved recovery schools be required to transport students who enroll in the school regardless of where the student resides?

Staff and the advisory committee have discussed what this could mean for an approved recovery school. Typically, bus transportation is managed by school districts and limited to the district boundaries. There are concerns that requiring an approved recovery school to provide transportation outside of the school district boundary where the school is located will be very difficult to ensure. This is the goal, and an area of policy staff will study in the first years of implementation. As recovery schools are approved and begin operating, staff may recommend new rules to require transportation. Nothing in the draft rules prohibits an approved recovery school from providing all students with transportation and all costs will be allowable for reimbursement.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.C.

3. Out of state students

Should Oregon allow students who are residents from other states to enroll in approved recovery schools?

The current OAR draft does not allow for out of state students. However, it is likely that some of these schools may be located close to the borders of other states. It may be possible for approved recovery schools to accept tuition for out of state students or serve them on contract with the student's resident district. However, this raised questions about special education services and enrollment capacity. The recommendation at this time is to limit enrollment to Oregon students.

EQUITY IMPACT ANALYSIS

The proposed OARs align with the requirement in statute for the state to approve schools that represent a geographic distribution across the state to the greatest extent practicable. ODE staff, with the guidance and recommendations of the Recovery Schools Advisory committee, are considering the disproportionate impact of substance use on certain groups of youth and communities in Oregon. These OARs have been carefully considered in light of inequities of access to necessary prevention supports and treatment services. As ODE establishes guidance and materials related to approved recovery schools, staff will work closely with representatives from impacted youth, families, current recovery school practitioners, and recovery experts who can ensure implementation is equitable.

FISCAL ANALYSIS

HB 2767 (2023) identifies two sources of funding for approved recovery schools: 1) State School Fund (SSF) and 2) Statewide Education Initiatives Account (SEIA). The proposed rules before the Board address the SSF funding formula. The Board will consider OARs related to the SEIA calculation in the coming months.

The SSF distribution formula in the proposed rules use a 2.0 weighting of Average Daily Membership (ADM) for the recovery school. This is similar to the Youth Corrections Programs referenced in the legislation and accounts for the complex and special needs of the youth who will be served by these schools. The ADMw is then multiplied by the statewide average rate per ADMw, which is identified in the SSF. Funding will be reconciled with actuals in the following year to update the data from an estimate to actuals, in alignment with practices used for the SSF.

This funding formula is calculated outside of the SSF and will have a concentrated impact on a local school district funding. Additionally, because approved recovery schools will be small (15-30 students each) and there will be a limited number of approved recovery schools over time, the overall impact on the SSF will be minimal.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.C.

EFFECT OF A "YES" OR "NO" VOTE

A "YES" vote will result in the approval of the OARs. ODE staff and the advisory committee will be on track to establish the first approved recovery schools this fall.

A "NO" vote will result in the OARs not being approved. ODE staff and the advisory committee will need to make revisions and may not be on track to establish the first approved recovery schools this fall.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Recovery School Rules DRAFT 20240310 kp

Standards for Approved Recovery Schools / OAR DRAFT

1. Definitions

- a. "Applicant" means an education service district, school district, or public charter school.
- b. "Approved Recovery School" means a publicly funded school established by agreement with the Oregon Department of Education and operated by an education service district, school district, or public charter school to provide students enrolled in the school with:
 - i. Educational services leading up to a diploma for grades 9 through 12; and
 - ii. Behavioral health services related to recovery and relapse prevention from substance use disorders.
- c. "Behavioral Health Services" means recovery support services for substance use disorders and mental health. For the purpose of operating an approved recovery school, this does not include substance use disorders treatment services, medical, or psychiatric services.
 - i. Examples of behavioral health services may include providing Certified Recovery Mentors, Peer Support Specialists, Certified Alcohol and Drug Counselors.
- d. "ESD" means an education service district as defined in ORS 334.003.
- e. "Primary Campus" means the school facility located within the applicant's geographic boundary.
- f. "Public Charter School" means a public school as defined in ORS 338.005.
- g. "Recovery" has the meaning described by the Association of Recovery Schools in the Accreditation Manual document.
- h. "Satellite Campus" means a school facility that is not the primary campus and may be located outside of the applicant's geographical boundary.
- i. "School District" means a common or union high school district as defined in ORS 332.002.
- j. "Substance Use Disorder" as defined in DSM-5-TR, means disorders related to the taking of a drug of abuse including alcohol, the side effects of a medication, or a toxin exposure. The disorders include substance use disorders and substance-induced disorders, which include substance intoxication and withdrawal, and substance-related disorders such as delirium, neuro-cognitive disorders, and substance-induced psychotic disorder.
- k. "Substance Use Disorders Treatment Services" means outpatient, intensive outpatient, and residential services and supports for individuals with substance use disorders.
- l. "Urinalysis Test" means a sensitive, rapid, and inexpensive immunoassay screen that identifies the presence of a specific drug or metabolite in a urine specimen to eliminate "true negative" specimens from further consideration.

2. Approved Recovery School Establishment

- a. Established as a:
 - i. A new public school;
 - ii. From an existing public school; or
 - iii. From a public alternative education program as defined in ORS 336.615
- b. To operate as an approved recovery school, it must:
 - i. Be approved by the Oregon Department of Education; and
 - ii. Not charge tuition for Oregon residents.
- c. An applicant seeking to establish an approved recovery school shall submit an application to the Oregon Department of Education. The form and timelines will be determined by the Oregon Department of Education.

Standards for Approved Recovery Schools / OAR DRAFT

3. Recovery School Approval Requirements and Timelines

- a. An applicant seeking to establish an approved recovery school shall submit a written application to the Oregon Department of Education.
 - i. The Department shall determine the form, contents and timelines of the application to become an approved recovery school;
 - ii. Determine the records required for review and ordering the production of those records from the applicant and establishing timelines for the production of those records; and
 - iii. Requiring the applicant to respond to written or oral inquiries related to review.
- b. The application shall include, but need not be limited to:
 - i. The identification of the applicant;
 - ii. The name of the proposed approved recovery school;
 - iii. A description of the philosophy and mission of the approved recovery school;
 - iv. A description of the curriculum of the approved recovery school;
 - v. The governance structure of the proposed approved recovery school;
 - vi. The projected enrollment to be maintained and the grades to be served;
 - vii. The legal address, facilities and physical location of the proposed approved recovery school, if known;
 - viii. A description of admission policies and application procedures including how the school will satisfy the requirements in Section 11 of this chapter;
 - ix. The proposed budget and financial plan for the proposed approved recovery school and evidence that the proposed budget and financial plan for the proposed approved recovery school are financially sound;
 - x. A description of the financial plan for the proposed approved recovery school, an explanation of how the financial management system will meet the requirements of Section 6 in this chapter, and a plan for having the financial management system in place at the time the school begins operating;
 - xi. The standards for behavior and the procedures for the discipline, suspension or expulsion of students;
 - xii. A proposed plan for overdose prevention and responsiveness;
 - xiii. The proposed school calendar for the proposed approved recovery school, including the length of the school day and school year;
 - xiv. A description of the proposed staff members and required qualifications of teachers and therapeutic or recovery staff;
 - xv. The date upon which the proposed approved recovery school would begin operating;
 - xvi. The arrangements for any necessary special education and related services pursuant to ORS 336.680 for students with disabilities who may attend the proposed approved recovery school;
 - xvii. Information on the manner in which community groups may be involved in the planning and development process of the proposed approved recovery school;
 - xviii. A description of the formal and informal partnerships with other agencies and community based organizations;
 - xix. A proposed plan for the training and development of teachers and school employees;
 - xx. The manner in which the educational and recovery program will be evaluated;
 - xxi. The manner in which the financial performance of the school will be audited;

Standards for Approved Recovery Schools / OAR DRAFT

- xxii. A description of the instructional program and assessments including any online or remote instructional classes and supports that will be offered;
- xxiii. A plan to be accredited by a nonprofit accrediting organization composed of representatives of recovery schools and individuals who support the growth of recovery schools;
- xxiv. A description of recovery support programming, including alternative peer groups, and a plan to assess it.

4. Evaluation Criteria for Approved Recovery School Applications

- a. The Department of Education will evaluate an application to be an approved recovery school using the following criteria:
 - i. The demonstrated, sustainable support for the approved recovery school by local education agencies, teachers, parents, students, partner organizations, and other community members;
 - ii. The capability of the applicant, in terms of support and planning, to provide comprehensive, culturally responsive, instructional programs to students pursuant to an approved application;
 - iii. The capability of the applicant, in terms of support and planning, to provide recovery and therapeutic programs to students, including the school's plan for overdose prevention and responsiveness, pursuant to an approved application;
 - iv. The demonstrated financial planning and viability of the applicant to operate sustainable approved recovery school;
 - v. Whether there are arrangements for any necessary special education and related services for students with disabilities pursuant to ORS 336.680;
 - vi. The proposed geographic location of the approved recovery school and any associated campuses;
 - vii. The demonstrated needs for services by the community in which the approved recovery school would be located; and
 - viii. The prior history, if any, of the applicant in operating a recovery school or program, other public or private school, or in providing educational services.

5. Term and Renewal of Approved Recovery School Agreements

- a. Upon approval of an application by the Oregon Department of Education under ORS 336.680, the Department of Education shall enter into an agreement with the ESD, school district, or public charter school to operate the approved recovery school.
- b. The initial agreement to operate an approved recovery school shall be in effect for a period of not more than five years and shall be renewed upon the approval of the Department of Education using the process established under this rule.
 - i. Renewals of an approved recovery school shall be for a minimum of five years but may not exceed 10 years.
- c. The approved recovery school shall submit a renewal application to the Oregon Department of Education.
 - i. The Department shall determine the form, contents and timelines of the application for renewal;
 - ii. Determine the records required for review and ordering the production of those records from the approved recovery school and establishing timelines for the production of those records; and
 - iii. Requiring the approved recovery school to respond to written or oral inquiries related to renewal review.

Standards for Approved Recovery Schools / OAR DRAFT

- d. The Department of Education shall evaluate an application to renew an approved recovery school using the following criteria:
 - i. Is in compliance with state and federal laws;
 - ii. Is in compliance with the agreement to operate an approved recovery school;
 - iii. Is accredited or in the process of becoming accredited, by a nonprofit accrediting organization that establishes standards for recovery schools;
 - iv. Is fiscally stable, is using a sound financial management system, and produces audited financial statements that comply with Section 6 of this chapter;
 - v. Is in compliance with any renewal criteria in the agreement to operate an approved recovery school; and
 - vi. Is meeting or working toward meeting the student performance goals and other performance goals specified in the agreement to operate an approved recovery school.
- e. The Department of Education shall base the evaluation described in subsection (d) of this rule primarily on a review of the approved recovery school's accreditation, annual audit of accounts, site visits, and any other information mutually agreed upon by the approved recovery school and the Department of Education.

6. Approved Recovery School Financial Management System and Audit

- a. The financial management system of an approved recovery school must include a budget and accounting system that:
 - i. Complies with the requirements of the uniform budget and accounting system adopted by rule of the State Board of Education under ORS 327.511; and
 - ii. Complies with the Oregon Program budgeting and Accounting Manual published by the Oregon Department of Education.
- b. An approved recovery school shall maintain financial records that include all funding sources, expenditures, assets, and liabilities related to the operation of the approved recovery school minimally including:
 - i. Public funds received from the Oregon Department of Education;
 - ii. Grants received from public or private grantors;
 - iii. Donations;
 - iv. In kind services or donations;
 - v. Loans or other financial debts;
 - vi. Student accounts; and
 - vii. Any other records necessary for complete and transparent accounting for the approved recovery school.
- c. An approved recovery school's financials shall be audited annually in accordance with Municipal Audit Law. The audit may be included as a special report within the audit of the ESD, school district, or public charter school. The audit must minimally include:
 - i. Expenditures of the approved recovery school for administration, instruction, recovery programs, attendance, health services, operation of plant, maintenance of plant, fixed charges, transportation, food service, and student body activities; and
 - ii. Revenue from public and private sources including fees.
- d. Audited financial statements shall be submitted to the Oregon Department of Education.
- e. An approved recovery school may be required to provide the Oregon Department of Education with regular financial reports described in the agreement to operate an approved recovery school.

Standards for Approved Recovery Schools / OAR DRAFT

7. Approved Recovery School Performance Evaluation

- a. The Oregon Department of Education may evaluate the performance of an approved recovery school according to prevailing ODE Guidance.

8. Termination or Closure of an Approved Recovery School

- a. During the term of an approved recovery school agreement, the Oregon Department of Education may terminate the agreement on any of the following grounds:
 - i. Failure to comply with state and federal laws.
 - ii. Failure to comply with the agreement to operate as an approved recovery school.
 - iii. Failure to obtain and maintain accreditation status by a nationally recognized recovery organization after the fifth year of operation.
 - iv. Failure to maintain financial stability.
 - v. Failure to maintain a financial system that complies with Section 6 of this chapter.
- b. Notwithstanding subsection (a) of this section, the Oregon Department of Education may terminate an agreement immediately and close an approved recovery school if the school is endangering the health or safety of the students enrolled in the approved recovery school.
 - i. The approved recovery school may request a hearing from the Department of Education on the termination of the approved recovery school under this subsection. The Department of Education shall hold a hearing within 10 days after receiving the request.
- c. Termination of an approved recovery school shall not abridge the ESD, school district, or public charter school from operating a public school or program that is not an approved recovery school.
- d. If an approved recovery school is terminated or closed, the student education records of the approved recovery school shall be transferred to:
 - i. For an approved recovery school that was operated by an ESD, to the administrative office of the ESD;
 - ii. For an approved recovery school that was operated by a school district, to the administrative office of the school district; or
 - iii. For an approved recovery school that was operated by a public charter school, to the administrative office of the school district in which the public charter school was located.
- e. An approved recovery school may only terminate or close an operating approved recovery school at the end of a semester or trimester.

9. Assets of Approved Recovery Schools

- a. Assets of a terminated or closed approved recovery school that were obtained with public funds received because of the school's status as an approved recovery school will be given to the Oregon Department of Education. The Oregon Department of Education, at its discretion, may disburse these assets to ESDs, school districts or other public schools. The Department of Education will:
 - i. Determine the form, process, and timelines for the disbursement;
 - ii. Determine the records required for the disbursement; and
 - iii. Require the approved recovery school to respond to written or oral inquiries related to the closure and assets of the approved recovery school.
- b. Assets of a terminated or closed approved recovery school that were obtained with grant funds will be disbursed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets, assets of a terminated or closed approved recovery school will be disbursed according to the provision set out in subsection (a) of this rule.

Standards for Approved Recovery Schools / OAR DRAFT

10. Approved Recovery School Campus Location and Multiple Campuses

- a. An approved recovery school may operate multiple campuses under a single agreement to operate an approved recovery school in order to serve students in remote geographic areas.
- b. An approved recovery school shall maintain a primary campus in:
 - i. The boundary of an ESD for a school operated by an ESD;
 - ii. The school district boundary for a school operated by a school district; or
 - iii. The school district boundary in which the public charter school is located for a recovery school operated by a charter school.
- c. If an approved recovery school operated by an ESD operates a satellite campus outside of the service district boundary, the ESD must obtain written permission from the school district in which the satellite campus is located prior to the first day students will be served at the campus.
- d. If an approved recovery school operates a satellite campus, the following is required:
 - i. An approved recovery school shall offer a comparable level of educational and behavioral health services to students at the satellite campus as offered to students at the primary campus;
 - ii. Students shall have access to in-person behavioral health services; and
 - iii. Student records shall be sent to the primary campus when a student withdraws;
- e. The option to operate a satellite campus must be allowed in the agreement to operate an approved recovery school with the Oregon Department of Education.

11. Requirements for Student Enrollment in an Approved Recovery School

- a. Student enrollment in an approved recovery school is voluntary.
- b. All students who are residents in Oregon are eligible for enrollment in an approved recovery school if space is available and if the student:
 - i. Has a diagnosis for substance use disorder;
 - ii. Has completed or participated in a substance use disorder treatment services program; or
 - iii. Has completed a screening process with the approved recovery school that considers history of substance use, educational records, behavioral health history, and the student's willingness to participate in recovery services offered by the school.
- c. Students must demonstrate their readiness to change through a standard screening process established by the approved recovery school.
- d. Students who enroll in an approved recovery school shall participate in random urinalysis testing or other non-invasive drug testing provided by the school.
 - i. Fees and costs associated with testing shall be paid for by the approved recovery school.
- e. An approved recovery school may require students to tour the campus and participate in an enrollment meeting and participate in a substance use disorder screening process with staff or students prior to enrolling in the approved recovery school.
- f. An approved recovery school may not limit student enrollment based on race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, the terms of an individualized education program, income level, or proficiency in the English language.
- g. If the number of students enrolling in an approved recovery school exceeds the capacity of the program, class, grade level, or building, an approved recovery school may give priority for admission to student groups identified in ORS 327.180(2)(b) and OAR 581-014-0001(4).
- h. Within 10 days of a student's enrollment in an approved recovery school, the Department of Education shall provide to the student's parent, legal guardian or person in parental relationship written information about:

Standards for Approved Recovery Schools / OAR DRAFT

- i. The Department of Education’s responsibility to identify, locate and evaluate students enrolled in the approved recovery school to determine which students may be in need of special education and related services; and
 - ii. The methods by which the Department of Education may be contacted to answer questions or provide information related to special education and related services.
- i. When a student withdraws from an approved recovery school for a reason other than graduation from high school, the approved recovery school shall:
- i. Provide to the school district in which the student resides written notice that the student has withdrawn.
 - ii. Provide to the student’s parent, legal guardian or person in parental relationship written information about:
 1. Compulsory attendance requirements;
 2. The responsibility of the school district in which the student resides to identify, locate, and evaluate students who reside in the school district to determine which students may be in need of special education and related services; and
 3. The methods by which the school district in which the student resides may be contacted to answer questions or provide information related to special education and related services.
- j. If a student enrolls in an approved recovery school and has an individualized education program, the Department of Education must implement the individualized education program and follow the terms of the individualized education program until a new individualized education program is developed.
- k. If a student withdraws from an approved recovery school and has an individualized education program, the school district in which the student resides must implement the individualized education program and follow the terms of the individualized education program until a new individualized education program is developed.
- l. An approved recovery school may conduct fund-raising activities but may not require a student to participate in fund-raising activities as a condition of admission or continued enrollment to the approved recovery school.

12. Teacher Qualifications

- a. For teacher licensing, employment experience at an approved recovery school shall be considered equivalent to experience in public schools.
- b. Any person employed as an administrator or teacher in an approved recovery school shall be licensed by the Teacher Standards and Practices Commission.

13. Transportation

- a. The approved recovery school is responsible for transporting students who reside within the school district where the approved recovery school is located and are enrolled in the approved recovery school.
- b. An approved recovery school may establish bus routes or other transportation services to transport students who reside outside of the school district boundary where the approved recovery school is located.
- c. Any transportation costs incurred by a school district under this section shall be considered approved transportation costs for the purpose of ORS 327.013 in the same manner as transportation costs incurred by the school district for transporting students who attend other public schools are considered approved transportation costs for purpose of ORS 327.013.

Standards for Approved Recovery Schools / OAR DRAFT

14. State School Fund Calculations for Approved Recovery Schools

- a. The following definitions shall apply for purposes of calculating the State School Fund distribution to the Recovery Schools Program:
 - i. "Statewide Average General Purpose Grant per ADMw" means the aggregate general-purpose grants for all school districts divided by total ADMw for all school districts;
 - ii. "ADM" means average daily membership as calculated based on the procedures and definitions in OAR 581-023-0006.
- b. If in any fiscal year the General Purpose Grant cannot be calculated as a result of temporary changes to the State School Fund distribution formula, the General Purpose Grant per ADMw shall be the same amount as in the last fiscal year that this factor was calculated.
- c. The amount of the distribution from the State School Fund shall be equal to the product of the Recovery School Program ADM times 2.0 times Statewide Average General Purpose Grant per ADMw.
- d. Based on estimates of the distribution calculated in section (3) of this rule, funds shall be transferred to the Recovery School Program approximately 35 percent on the 15th day of each of the months of July and October, 15 percent on the 15th day of January, and the balance on April 15.
- e. Adjustments to reflect actual Recovery School Program ADM and the actual Statewide Average General Purpose Grant per ADMw shall be made on May 15 of the subsequent fiscal year.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.D.

<p>SUBJECT: OAR 581-022-2045 Prevention Education in Drugs & Alcohol STAFF NAME & OFFICE: Suzanne Hidde and Susan Payne, Office of Teaching, Learning, and Assessment</p> <p>With the passage of Senate Bill 238, OAR 581-022-2045 needs to be updated to align with the revised statute.</p> <p><input type="checkbox"/> New Rule <input checked="" type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
---	--

BACKGROUND

Senate Bill 238 passed in the 2023 legislative session and requires an update to OAR 581-022-2045 Prevention Education in Drugs and Alcohol. The statute (ORS 336.246) requires the Oregon Department of Education (ODE) to collaborate with the Oregon Health Authority (OHA), and Alcohol and Drug Policy Commission (ADPC) to develop curricula supplements to be implemented by school districts related to: (1) Dangers of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, and counterfeit and fake drugs. (2) Laws that provide immunity or other protections for persons who report drug or alcohol use or who seek medical treatment for drug or alcohol overdoses for themselves or others.

OAR 581-022-2045 covers requirements for districts to provide a comprehensive plan for Substance Use Prevention and Intervention. The rule covers several items that districts must have in place to comply with Division 22 Standards, including classroom instruction and an age-appropriate curriculum; policies, rules, and procedures; and a public information program. To align with statute, the rule needs to be updated to include the implementation of curricula supplements.

SUMMARY OF PREVIOUS BOARD ACTION

The Prevention Education in Drugs and Alcohol rule was adopted by the Board in 1989; it was last updated was in 2008.

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

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.D.

Unintentional/undetermined fentanyl overdose deaths have increased by more than 10-times over the last three years in our state (2019 to 2022 for all ages). In Oregon, school-aged youth (ages 5-17) overdose deaths almost tripled between 2020 (5 deaths) and 2022 (14 deaths). *Statistics from the Oregon Health Authority Opioid Dashboard.

School-based prevention education efforts play an important role in preventing first use of drugs and interrupting the development of substance use related problems impacting youth and their families. The lessons being developed will focus on informing youth about the dangers of synthetic opioids including fentanyl and provide them with lifesaving information about how to recognize and respond to an overdose situation, and how to access resources for more information and support. Districts will be required to implement one lesson in each grade for grades 6 - 8, and once in high school as part of their more comprehensive substance use prevention unit.

In December 2023 and January 2024, a total of four engagement sessions were held to gather community input specific to the lesson implementation requirement.

Community Partners

Three engagement sessions were held with community partners: two with health educators and public health specialists and one with small, rural districts. Community engagement sessions included questions related to the hopes and concerns about the incorporation of the lessons. Highlights of the feedback included:

Hopes: lessons are culturally relevant and connect students to resources and trusted adults; skills based; includes youth input

Concerns: lessons need to be part of a comprehensive approach; teacher preparedness; updated and not repetitive; lessons need to be trauma informed, and there should be safety nets available as these lessons could bring up previous traumas

Youth/Student Voice

A meeting and facilitation of a survey that included suggestions for content and instructional techniques for the lessons was presented to the OHA Youth Advisory Committee. Questions included the types of activities students wanted to see; things to avoid; types of assignments; and other considerations.

Student feedback included these general themes:

- Classroom instruction should lean heavily on discussion-based and interactive lessons in which students feel safe and empowered to share lived experiences of themselves, families and peers.
- Students should be given the space to learn from each other and work together on projects related to substance use.
- Need greater instructor training and comfortability for a sensitive topic that lends itself to experiential learning.
- Schools and instructors must work to create environments of trust and safety – modeling privacy and confidentiality for classroom spaces.
- Avoid perpetration of scare tactics, shame, and stigma – examine biases and create judgement free zones.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.D.

A significant amount of time has passed since this rule was last revised. Best practices regarding terminology have changed and it is recommended to use the term substances rather than drugs and alcohol, as it is more inclusive. We are recommending a change to the terminology used in the rule to reflect this.

In addition, we are recommending a change to the title from “Prevention Education in Drugs and Alcohol” to “Substance Use Prevention and Intervention Plan.” This will signal to districts that this rule addresses several components in addition to instruction that they must have in place as part of a comprehensive plan to address substance use prevention and intervention.

EQUITY IMPACT ANALYSIS

The proposed rule will ensure all students across the state receive drug and alcohol prevention education that includes the dangers of synthetic opioids, fentanyl and other derivatives as well as information on the Good Samaritan Laws that protect individuals assisting with a drug overdose or those seeking help for themselves or others.

FISCAL ANALYSIS

There is no foreseeable fiscal impact from updating the rule. School districts may need to provide staff training and/or professional development to ensure effective implementation of the curricula supplements.

EFFECT OF A “YES” OR “NO” VOTE

A “yes” vote will result in the rules being in alignment with the statute.

A “no” vote will result in the rule being out of alignment with the statute, which will cause confusion about the requirements for the comprehensive plan for both school districts and the public.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

Created by SP, EN, SH and SG 1/23/24

581-022-2045

Substance Use Prevention and Intervention Plan Prevention Education in Drugs and Alcohol

(1) Each school district shall develop a comprehensive plan for ~~substance use alcohol and drug abuse~~ prevention ~~and intervention program~~ which shall include, but not ~~be~~ limited to:

(a) Instruction in the effects of ~~substances, including~~ tobacco, alcohol, ~~and other~~ drugs, ~~including anabolic steroids, performance-enhancing and controlled substances~~ 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.

(A) The age-appropriate curriculum for this instruction shall:

(i) ~~Align with State Board adopted Health Education Academic Content Standards;~~

(ii) ~~Emphasize prevention strategies;~~

(iii) ~~Be reviewed and updated annually to reflect current research; and~~

~~(iii) Be consistent with State Board adopted Health Education Academic Content Standards.~~

~~(B) Basic information shall include:~~

(iv) ~~Include T~~the effects of alcohol, tobacco and other drug use, including ~~the dangers of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, counterfeit and fake drugs,~~ anabolic steroids, ~~and~~ performance-enhancing and controlled substances;

(vii) ~~Include A~~all laws relating to the use, especially by minors, of alcohol and other illegal drugs, ~~including laws that provide immunity or other protections for persons who report drug or alcohol use or who seek medical treatment for drug or alcohol overdoses for themselves or others; and~~

(viii) ~~Include T~~he availability of school and community resources; ~~and~~

(vii) ~~Incorporate curricula supplements provided by the Oregon Department of Education that focus on the dangers of synthetic opioids, including fentanyl, and on laws that provide immunity and other protections. The supplements shall be utilized annually in grades 6-8, and at least once in grades 9-12.~~

(B) The instructional program shall include activities which will assist students in developing and reinforcing skills to:

(i) Understand and manage peer pressure;

(ii) Understand the consequences of consuming alcohol and other drugs;

(iii) Make informed and responsible decisions; and

(iv) Motivate students to adopt positive attitudes towards health and wellness.

~~(b) A public information program for students, parents, and district staff; and~~

(b) Policies, rules, and procedures which:

Commented [PO1]: This is an open question that needs to be decided. How often should the curricula be taught in HS?

Commented [PO2R1]: I feel like it needs to be more than once in the four years.

Commented [HO3R1]: In 1a above, it states that in addition HS students receive education annually. Perhaps we need to require the interdisciplinary lessons in grades 10, 11 and 12?

Commented [PO4R1]: @PEARSON Alexa * ODE Sasha and Suzanne discussed on 1/25 and landed on the supplements being used in the HS health class. Lessons have not been developed for each year.

Commented [HO5R1]: The biggest challenge is - in what class will the lessons be taught as Health is usually offered once in grades 9 - 12. We developed one lesson (two options) for HS level as part of the curricula supplements.

(A) Include a philosophy statement relating to drug-free schools and the established tobacco-free policies and procedures for students, staff, and visitors.

(B) Define the nature and extent of the district's program, including a plan to access and use federal funds;

(C) State that alcohol, tobacco, and other drug use by student is illegal and harmful;

(D) In accordance with OAR 581-021-0050 and 581-021-0055, indicate the consequences for using and/or selling alcohol and other drugs, including the specific rule of the school as it relates to law enforcement agencies;

(E) Describe the district's intervention and referral procedures, including those for drug-related medical emergencies;

(F) Indicate clearly that the school district's jurisdiction includes all school sponsored events including student activities; and

(G) Are reviewed and updated annually.

[\(c\) A public information program for students, parents, and district staff.](#)

(2) The district's ~~substance use drug and alcohol~~ prevention and intervention ~~plan program~~ shall be approved by the school district board after consultation from parents, teachers, school administrators, local community agencies, and persons from the health or alcohol and drug service community who are knowledgeable of the latest research information.

(3) Staff development in the district shall:

(a) Inform all staff of the district plan and their responsibilities within that plan; and

(b) Provide alcohol and drug abuse prevention education to all staff.

Statutory/Other Authority: ORS 326.051 & 336.235

Statutes/Other Implemented: ORS 336.067 & 336.222

History:

Renumbered from 581-022-0413 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 14-2008, f. & cert .ef. 5-23-08

EB 30-1989, f. & cert. ef. 10-24-89



Substance Use Prevention and Intervention Plan

—
OAR 581-022-2045 Prevention Education in Drugs and Alcohol

Suzanne Hidde, Health and Physical Education Specialist(she/her) and
Susan Payne, Division 22 Standards Specialist (she/her)
Office of Teaching, Learning and Assessment

OAR 581-022-2045

Background:

- **Rule needs to be updated to align with statute (Senate Bill 238)**
- OAR 581-022-2045 covers requirements for districts regarding a comprehensive plan for Drug and Alcohol prevention. The rule covers a number of items that districts must have in place in order to be in compliance with Division 22 Standards, including instruction in the classroom.



Oregon's Opioid and Fentanyl Crisis

- Unintentional/undetermined fentanyl overdose deaths have increased by more than 10-times over the last three years in our state (2019 to 2022 for all ages).
- School-aged youth (ages 5-17) overdose deaths almost tripled between 2020 (5 deaths) and 2022 (14 deaths).

164

School-based prevention education efforts play an important role in preventing first use of drugs and interrupting the development of substance use related problems impacting youth and their families.

Senate Bill 238

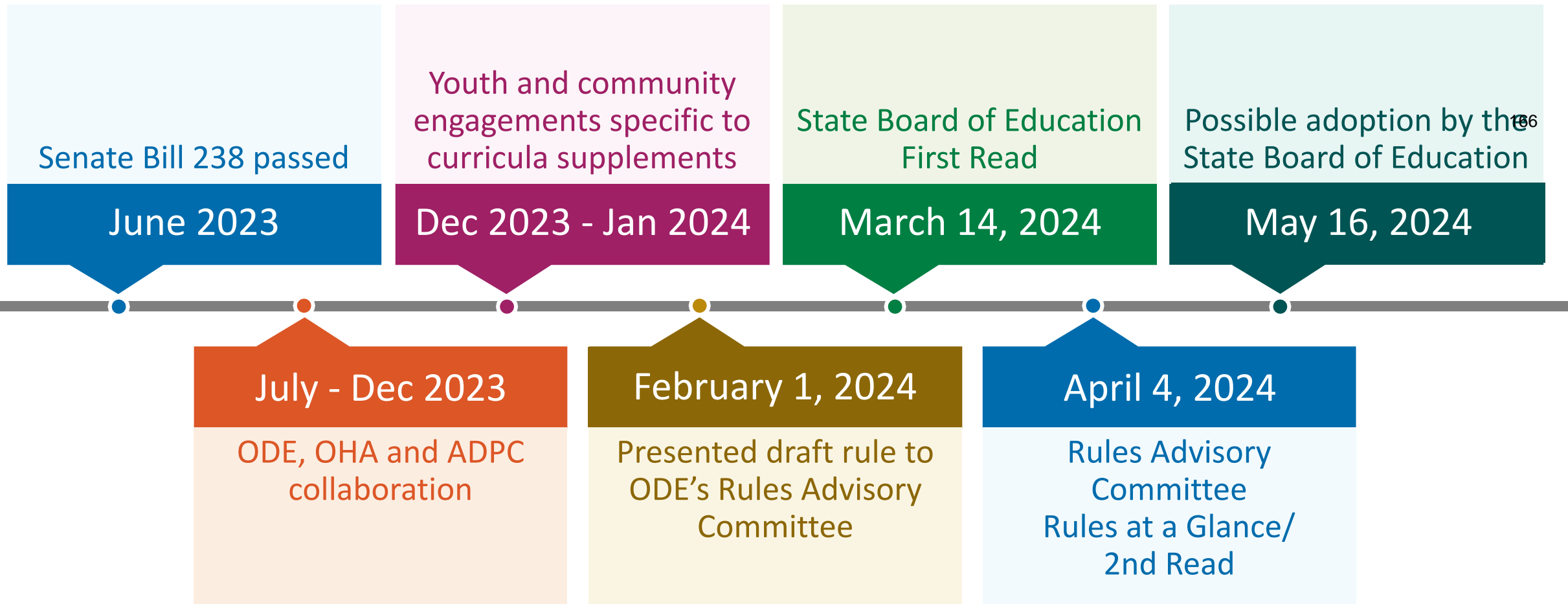
The statute (SB 238) requires ODE to collaborate with the Oregon Health Authority, and the Alcohol and Drug Policy Commission to develop curricula supplements to be implemented by school districts related to:

165

- (1) Dangers of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, and counterfeit and fake drugs;**

- (2) Laws that provide immunity or other protections for persons who report drug or alcohol use or who seek medical treatment for drug or alcohol overdoses for themselves or others.**

Timeline: OAR 581-022-2045 Revision



Proposed Rule Changes - Alignment to Statute (1)

(1) Each school district shall develop a comprehensive plan for substance use ~~alcohol and drug abuse~~ prevention and intervention ~~program~~ which shall include, but not be limited to:

167

(a) Instruction in the effects of substances, including tobacco, alcohol, and other drugs, ~~, including anabolic steroids, performance enhancing and controlled substances~~ 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.

Proposed Rule Changes - Alignment to Statute (2)

(A) The age-appropriate curriculum for this instruction shall:

(iv) Include ~~T~~the effects of alcohol, tobacco and other drug use, including the dangers of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, counterfeit and fake drugs, anabolic steroids, and performance-enhancing and controlled substances;

(vii) Include ~~A~~all laws relating to the use, especially by minors, of alcohol and other illegal drugs, including laws that provide immunity or other protections for persons who report drug or alcohol use or who seek medical treatment for drug or alcohol overdoses for themselves or others; ~~and~~

(viii) Include ~~T~~the availability of school and community resources; and

(vii) Incorporate curricula supplements provided by the Oregon Department of Education that focus on the dangers of synthetic opioids, including fentanyl, and on laws that provide immunity and other protections. The supplements shall be utilized annually in grades 6-8, and at least once in grades 9-12.

168

Substance Use Prevention and Intervention Plan Changes

- **Proposed Rule Changes - Title**

- Current: “Prevention Education in Drugs and Alcohol”
- Proposed: “Substance Use Prevention and Intervention Plan”

- **Proposed Rule Changes - Organization & Clarity**

- Shift the order of the **3** programmatic pieces of the plan:
 - Instructional program; policies, rules, procedures; public information program
- Prioritize requirement to align instruction with the Health Education academic content standards
- Change wording to remove unnecessary subsections
- Update language for clarity

A) The age-appropriate curriculum for this instruction shall: ¹⁶⁹

(i) Align with State Board adopted Health Education Academic Content Standards;

(ii) Emphasize prevention strategies;
(ii) Be reviewed and updated annually to reflect current research; and

~~(iii) Be consistent with State Board adopted Health Education Academic Content Standards.~~

Proposed Rule Impacts

Racial Equity:

- The proposed rule will ensure all students across the state receive drug and alcohol prevention education that includes the dangers of synthetic opioids, fentanyl and other derivatives as well as information on the Good Samaritan Laws that protect individuals assisting with a drug overdose or those seeking help for themselves.

170

Fiscal/Economic & Small Business Impact:

- ODE anticipates minimal fiscal impact on state or local government.

Engagement Sessions

December 2023 and January 2024: 4 total feedback sessions held

- 1 survey from the OHA Youth Advisory Council (YAC)
- 3 engagement sessions:
 - 2 with health educators and public health specialists
 - 1 with small, rural districts



171

Feedback

OHA Youth Advisory: Interactive and discussion based activities; safe classroom regarding confidentiality and privacy; connections to relevant, real-life scenarios

Other engagement sessions:

- **Hopes:** lessons are culturally relevant and connect students to resources and trusted adults; skills based; includes youth input
- **Concerns:** lessons need to be part of a comprehensive approach; teacher preparedness; time to implement; updated and not repetitive



172

SB 238 Lessons

1 lesson in each grade 6th - 9th is required

- 2 lessons per grade that districts can choose from
- **Teachers Guide** that includes trauma-informed practices, background information on substance use and resources for more information and services
- **Lessons**
 - aligned with State Health Education Standards
 - scripted for ease of use by teachers
 - encourage use of naloxone (Narcan) if schools have it on site



173

Substance Use Prevention and Intervention Plan

Next Steps

Next Steps:

- Continued engagement and collection, and synthesis of feedback from teachers, public health and substance use prevention specialists on lessons
- Present to State Board in May

Contacts:

Suzanne Hidde suzanne.hidde@ode.oregon.gov

Susan Payne susan.payne@ode.oregon.gov

174

Thank You!

175



Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.E.

<p>SUBJECT: OAR # TBD Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards</p> <p>STAFF NAME & OFFICE: Amit Kobrowski and Rebecca Bahr, Office of Teaching, Learning, and Assessment</p> <p>Social science standards that integrate Holocaust and genocide and ethnic studies will be required to be taught beginning in the 2026-2027 school year. The legislature recognized the need to support educators with implementation and passed SB 1050 to provide funding to ODE to provide professional learning. SB 1050 requires the State Board of Education to adopt rules establishing standards and criteria for this professional learning.</p> <p><input checked="" type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
--	--

BACKGROUND

History & Purpose

Recent legislative initiatives, such as HB 2845 (2017) and SB 664 (2018), mandated the integration of Holocaust and other genocides education and ethnic studies into K-12 social science standards. Educators and community partners have expressed a need for support and training to effectively implement these standards.

Senate Bill 1050 (2023) was sponsored by Sen. Wagner at the request of Governor Kotek. The bill directs the Department of Education to provide professional development to ensure that school districts can offer instruction that meets academic content standards related to Holocaust, genocide, and ethnic studies no later than 2026-2027. The goal of this professional development is to provide educators with the content knowledge and culturally responsive teaching strategies required to implement the new standards effectively; the mandate is supported by \$2,250,000 in funding. The proposed rule creates criteria to help guide the development of this professional learning.

ODE will design and facilitate professional learning experiences using the criteria established in the draft rule. Input from educators, community members, and advisory boards will inform the content and delivery of these opportunities.

Engagement

Public engagement sessions on the criteria were held on February 13, 15, and 16, 2024. Educators, leaders of community organizations, higher education organizations, Regional Educator Network

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.E.

leaders, and other interested members of the public provided feedback on the draft rule. Additional engagement occurred during presentations to the Joint Ways and Means Committee, ESD School Improvement Coordinators, the Office of Indian Education Services, and members of the ODE internal SB 1050 Core Team, which includes staff from Office of Teaching and Learning (OTLA), the Educator Advancement Council (EAC), the Office of Indian Education Services (OIES), and the Office of Education, Innovation, and Improvement (EII). OTLA staff also presented to the Rules Advisory Committee on March 7, 2024.

Analysis of engagement feedback was divided into two categories: areas that received support and areas that needed clarification. The areas in which the proposed Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards were most heavily supported included:

- The definition of "culturally responsive"
- Focus on building content knowledge for educators
- Recognition of the need for educator professional learning to address the 2024 Social Science Standards

Feedback on areas in which the proposed Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards could be clarified included:

- The potential need for additional definitions of terms (e.g., curriculum)
- Recognition of different contexts and needs across the state
- Refinement of the professional learning content based on input from local, culturally specific organizations and educators

SUMMARY OF PREVIOUS BOARD ACTION

A proposed rule criteria for professional learning related to teaching inclusive social science standards has not previously been presented to the Board.

HAS THE RULE CHANGED SINCE THE 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 draft rule sets out criteria for professional learning to enhance educators' understanding of culturally responsive pedagogy and to improve their knowledge of the histories, contributions, and perspectives of the individuals and groups named in [ORS 329.494](#) and [ORS 329.045\(1\)\(b\)\(B\)](#) as directed by Senate Bill 1050.

The inclusion of traditionally underrepresented identities and perspectives in social science standards creates a more complete and equitable view of the past. In Oregon, as in other states, there has been

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.E.

strong sentiment surrounding the inclusion of ethnic studies, Holocaust, and genocide studies in social science standards. The teaching of "hard histories" such as the Holocaust and other genocides requires sensitivity, empathy, and a deep understanding of the subject matter.

Educators must approach these topics with care to ensure that students are not traumatized by the content and that the severity of the events is not minimized or sensationalized. Additionally, educators must possess a high-level of content knowledge to accurately convey the historical context, causes, and consequences of such atrocities. Moreover, they must be skilled in facilitating open and respectful discussions in the classroom.

There are a number of challenges for districts to individually provide high-quality professional learning that supports teachers to effectively implement the social science standards. These include the fact that few districts have social studies TOSAs at the district office to coordinate content-based learning, as well as insufficient local funding to invest in developing professional learning. A statewide system provides coherence and reduces the possibility of disparities among offerings across the state, giving equitable access to high quality professional learning regardless of a district's location or size.

The criteria are designed to ensure that the professional learning provided is ongoing, and not a "one and done" approach. This structure is essential for educators to continuously enhance their understanding of effectively teaching the sensitive subjects included in the social science standards and is fundamental for effective application of the learning. Furthermore, to meet the criteria, professional learning itself must be culturally responsive thus providing participants with a pedagogical model as well as the opportunity to experience it as learners themselves.

Ultimately, these learning experiences will support teachers to create instructional environments where students can critically engage with history while fostering empathy, understanding, and a commitment to social justice.

EQUITY IMPACT ANALYSIS

Developing professional learning criteria related to inclusive social science instruction will support the equitable implementation of the updated social science standards. Furthermore, providing criteria for high-quality professional learning reduces the risk of the social science standards being implemented in harmful ways for students whose identities have been misrepresented or underrepresented historically.

As educators become increasingly proficient in teaching the new, more inclusive social science standards, all students will examine perspectives, discourses, and rich counternarratives that highlight the variety of perspectives of ethnicities and historical events. For students from historically and currently underrepresented identities, these learning experiences may resonate with their lived experiences and provide a sense of belonging. Students who have a sense of belonging in school have improved learning outcomes. Providing culturally responsive instruction facilitates the understanding of one's own life as well as others' lived experiences and perspectives, all of which benefit Oregon's students.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.E.

FISCAL ANALYSIS

The proposed rule change will influence how ODE uses the funds from SB 1050 to design and deliver high-quality professional learning opportunities for educators. There is no anticipated cost to districts, charter schools, or education service districts.

EFFECT OF A “YES” OR “NO” VOTE

A “yes” vote will result in the establishment of criteria to help guide the development of the professional learning related to inclusive social science standards including Holocaust and genocide studies and ethnic studies.

A “no” vote will result in a lack of criteria to help guide the development of the professional learning related to inclusive social science standards including Holocaust and genocide studies and ethnic studies.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Draft Rule for Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

1. For purposes of this rule, “Culturally responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of learners in teaching, learning, and assessment.

2. Professional learning pursuant to SB 1050 must:
 - (A) Improve educators’ knowledge of the histories, contributions and perspectives of the individuals and groups named in [ORS 329.494](#) and [ORS 329.045\(1\)\(b\)\(B\)](#)

 - (B) Utilize best practices for culturally responsive professional learning with opportunities for ongoing and follow-up engagements with participants extending throughout the school year

 - (C) Improve educators’ understanding of culturally responsive pedagogy for the classroom

 - (D) Encourage and guide the revision of curriculum to better address the histories, contributions, and perspectives of individuals and groups related to ORS 329.494 and ORS 329.045 (1)(b)(B)



Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

581-XXX-XXXX

181

Alexa Pearson: Director Standards and Instructional Support
Amit Kobrowski: Social Science Specialist

Today's Presentation

- Context and Background for Senate Bill 1050
 - Update on Social Science Standards
 - Ethnic Studies and Holocaust and other Genocides
- Proposed rule for professional learning and related timeline
- Equity through instruction
- Next Steps



Update: Expanding the Narrative With New Integrated Social Science Standards

2017: [House Bill 2845](#) Ethnic Studies (ES) Integrated Standards

2018: [Senate Bill 664](#) Holocaust and Other Genocides

2019 [Senate Bill 2023](#) ES Integrated Instructional Materials

2021: [Social Science Standards](#) Integrated Ethnic Studies

2023: [Senate Bill 1050](#) Professional Learning for Social Science

2023: [House Bill 2905](#) Adding Jewish Descent to Ethnic Studies

2024: New Integrated Social Science Standards Draft

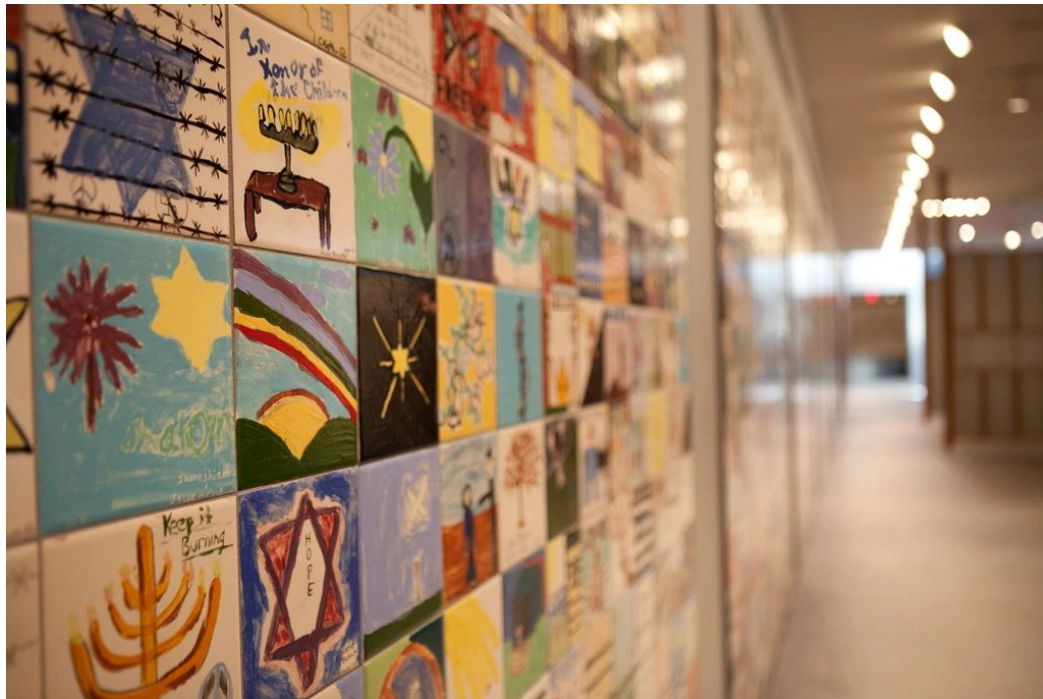


Ethnic Studies

- HB 2845 requires the inclusion of underrepresented histories
- Oregon's standards integrate ethnic studies across the social science domains
- Students engage with ethnic studies throughout their K-12 experience rather than as a separate course



Holocaust and Other Genocide Learning Concepts



- Senate Bill 644 required education on Holocaust and other genocides
- Oregon's nine learning concepts are integrated across the social science standards
- Students learn about the Holocaust and other genocides in their social sciences courses

185

Professional Learning: SB 1050

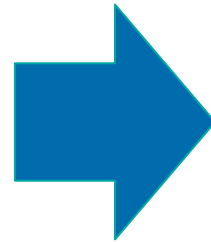


Concept: Provide professional learning for educators to address inclusive social science standards including Holocaust and genocide studies and ethnic studies. The rule creates criteria to help guide the development of the professional learning.

186

Funding Professional Learning for Future Social Science Standards

SB 1050 provides **\$2,250,000** for **professional learning** to ensure school districts offer instruction to the academic social science content standards including specific focus on Holocaust/genocide studies no later than the 2026-2027.



- **Facilitating engagement** with education partners.
- **Launching and sustaining** a collaborative network
- Providing **regional professional learning** opportunities
- **Resources** to support professional learning and local curriculum development.
- Digital learning **modules** for professional learning

SB 1050 Bill Language

(3) The State Board of Education shall adopt rules that establish standards and any other **criteria for the professional learning** required under this section.

188

Directs Oregon Department of Education to:

- develop criteria for professional learning.
- develop professional learning opportunities aligned with the criteria.



Proposed Rule Language

- (1) For purposes of this rule, “Culturally responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of learners in teaching, learning, and assessment.
- (2) Professional learning pursuant to SB 1050 must:
 - (A) Improve educators’ knowledge of the histories, contributions and perspectives of the individuals and groups named in [ORS 329.494](#) and [ORS 329.045\(1\)\(b\)\(B\)](#)
 - (B) Utilize best practices for culturally responsive professional learning with opportunities for ongoing and follow-up engagements with participants extending throughout the school year
 - (C) Improve educators’ understanding of culturally responsive pedagogy for the classroom
 - (D) Encourage and guide the revision of curriculum to better address the histories, contributions, and perspectives of individuals and groups related to ORS 329.494 and ORS 329.045 (1)(b)(B)

189

Equity Through Instruction

Addressing Equity

- The criteria requires that the professional learning to strengthen teachers understanding of the events, histories, and contributions of the communities and identities named in the social science standards.
- Professional learning builds teacher knowledge and skills to support student inquiry and discourse for racial equity and justice.
- The inclusion of traditionally underrepresented identities and perspectives in the standards creates a more complete and equitable view of the past.

190

ENGAGEMENT FEBRUARY AND MARCH 2024



**Community
Engagement**



**Education
Subcommittee of
Joint Ways and
Means**

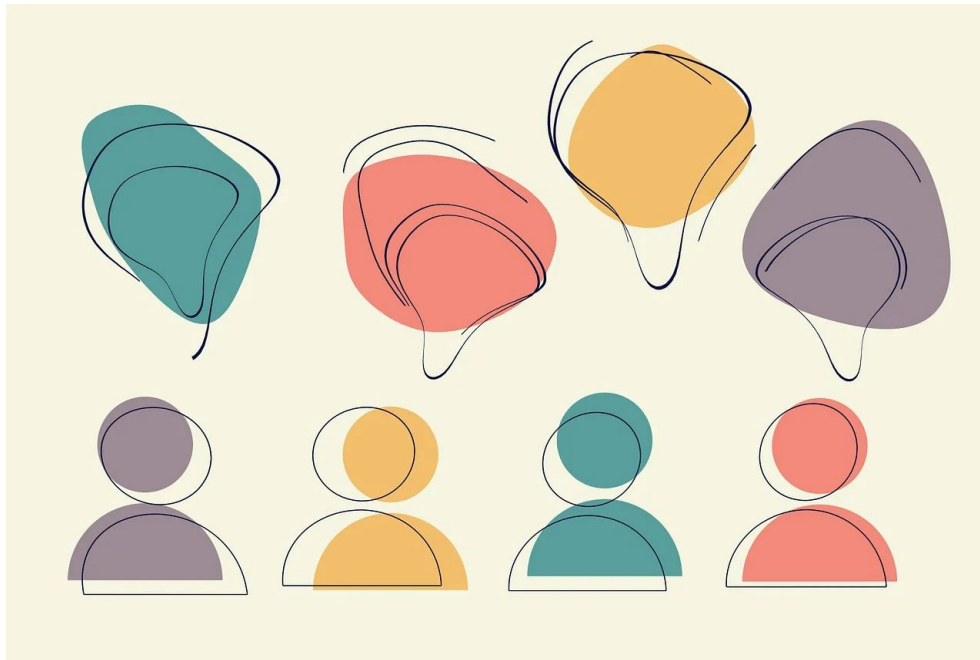


**Internal and
External Partners**



**Rules
Advisory
Committee**

Feedback



Engagement Responses:

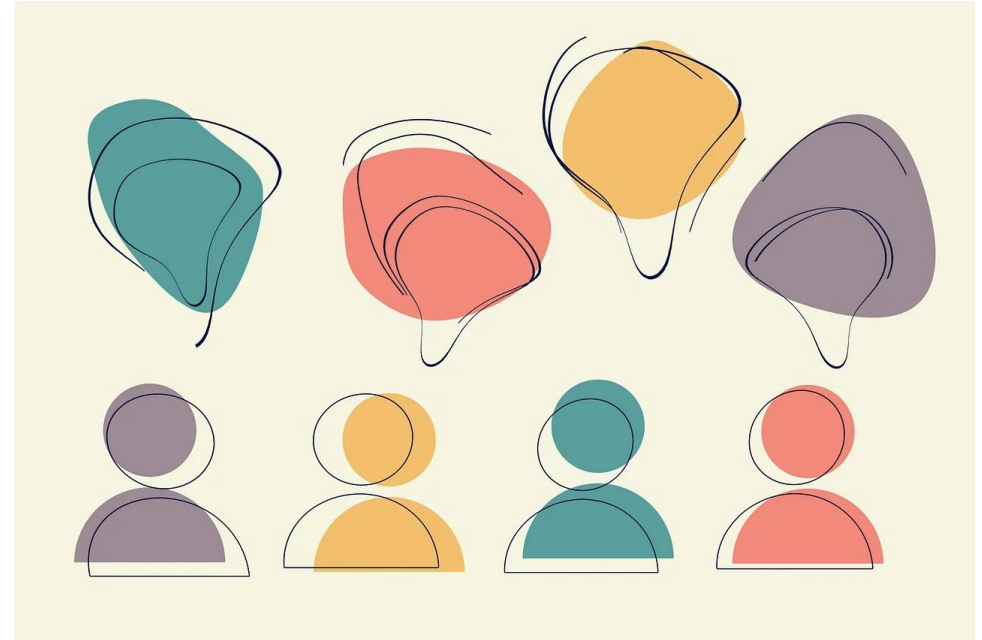
- Appreciation for the definition of “culturally responsive” within the rule
- Appreciation for ongoing professional learning opportunities
- Interest in content knowledge building for educators
- Recognition of need for teacher training to address new standards
- Interest in how Educator Preparation Providers are addressing the new requirements

192

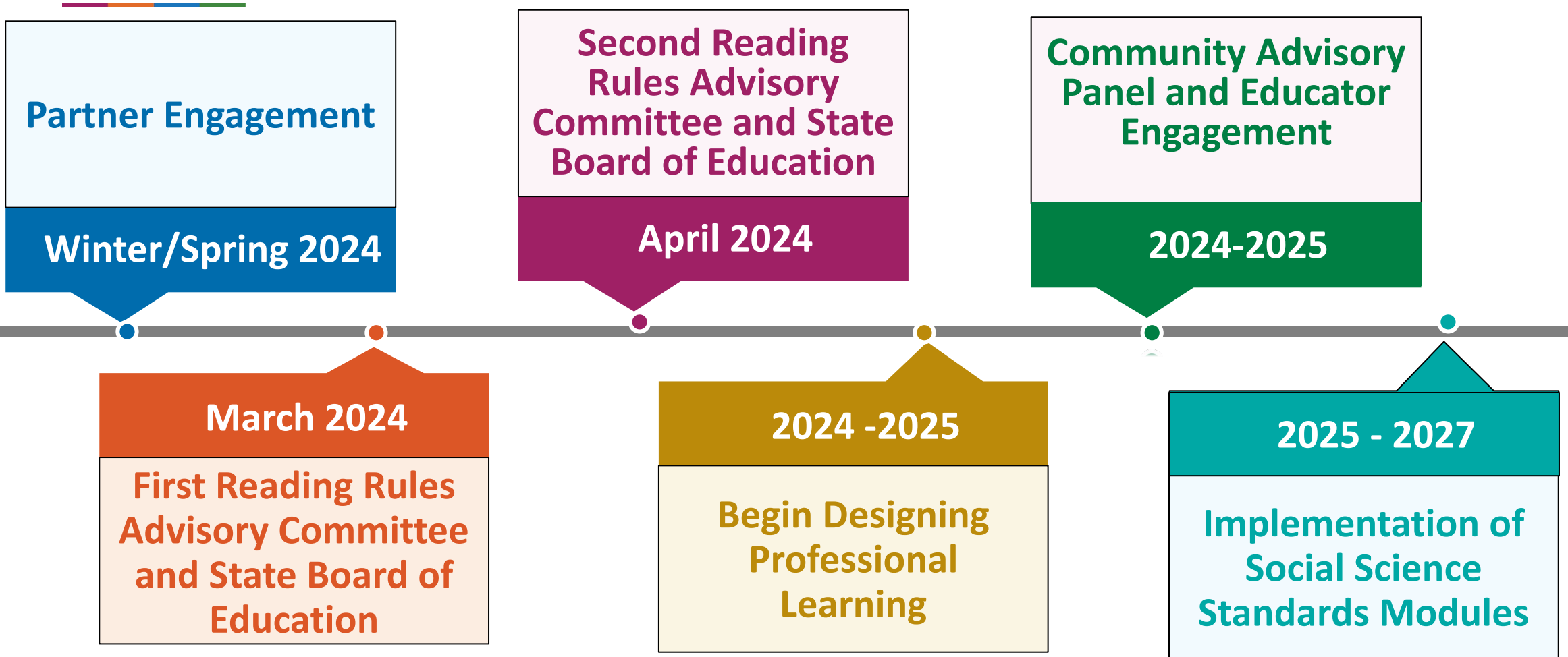
Feedback

Engagement Clarifications:

- Potential need for additional definition of terms (curriculum)
- Recognition of different contexts and needs across the state
- Refinement of the professional learning content based on feedback from local culturally-specific organizations and educators
- Recommendation for more job-embedded, academic-year professional learning



Implementation Timeline and Next Steps



Questions?



195

ode.socialscience@ode.oregon.gov

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.F.

<p>SUBJECT: Civil Rights Coordinators, OAR 581-XXX-AAAA to 581-XXX-CCCC Rulemaking to implement House Bill 2281 (2023)</p> <p>STAFF NAME & OFFICE: Kate Hildebrandt, Marinda Peters, Taylor Lewis Oregon Department of Education, Director’s Office, Government and Legal Affairs</p> <p>Under the proposed rules implementing House Bill 2281, each district will be required to designate one or more civil rights coordinators. Civil Rights Coordinators will monitor, coordinate, and oversee compliance with state and federal laws prohibiting discrimination in public education.</p> <p><input checked="" type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
---	--

BACKGROUND

House Bill 2281 was introduced at the request of the Governor on behalf of the Oregon Department of Education in the 2023 legislative session. House Bill 2281 mandated that school districts appoint a civil rights coordinator. The bill was signed by the Governor July 13, 2023, and went into effect on January 1, 2024.

The nondiscrimination duties of districts under state and federal nondiscrimination law are outlined by ORS 342.800 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those statutes’ implementing rules and regulations. Under federal law, districts are obligated to have designated Title IX, Section 504, and ADA coordinators. However, protected classes of race, color, and national origin, protected under Title VI of the Civil Rights Act of 1964, are excluded from federal coordinator requirements. The civil rights coordinator rules therefore fill a gap to help ensure districts comply with both state and federal nondiscrimination policies. The rule is intended to help districts implement existing civil rights laws with fidelity. Coordinators will help oversee district complaint processes, and ensure timely and effective resolution of discrimination concerns.

Prior to the HB 2281 (2023) effective date, ODE sent targeted emails to community partners through listservs. ODE also sent out a survey to community partners and stakeholders, and engaged in virtual engagement sessions, including with the Governor’s Racial Justice Council. After the enactment of the bill, ODE continued to send targeted emails and surveys regarding the training and implementation rulemaking requirements. ODE conducted virtual engagement sessions for communities and families, school districts, and education partners.

Between September 2023 and February 2024, held targeted engagement sessions with communities and individuals directly impacted by these policies including, but not limited to:

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.F.

- Community engagement session with Title IX Coordinators; (September 2023)
- Community engagement open session with families and community partners; (October 2023)
- Community engagement open session with schools and education partners; (October 2023)
- Community engagement session with the LBGTQ2SIA+ Student Advisory Group; (January 2024)
- Community engagement open session with families and community partners; (January 2024)
- Community engagement open session with schools and education partners; (January 2024)
- Community engagement session with the Governor’s Racial Justice Council Education Subcommittee; (January 2024)
- RAC presentation and feedback; (February 2024)
- Ongoing open request for community engagement via email.

ODE also provided an opportunity for schools and community members to give feedback through an open survey between December 2023 and February 2024. ODE anticipates that students, parents, and districts will be affected by this rulemaking. Particularly, marginalized populations – as represented by Oregon’s ten protected classes – will be most directly impacted by this rulemaking.

SUMMARY OF PREVIOUS BOARD ACTION

This rule has not been before the board before. This is a first read.

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

Broadly, the proposed rules will:

- Require districts to designate one or more civil rights coordinators;
- Require tracking and documentation of all reports of discrimination received, and all responses to those reports, by the district;
- Require the civil rights coordinator to monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in public education;
- Add training requirements for civil rights coordinators, including, but not limited to, identifying discrimination, responding to reports, conducting investigation, and conducting investigations.

These rules are designed to specifically address the needs of historically underserved communities. Although discrimination based on race, color, and national origin is prohibited by state and federal law, no coordinators have previously been required. Adoption of these rules is intended to ensure fidelity of existing nondiscrimination law, including ensuring districts have a point person for responding to discrimination based on race, color, national origin, and other protected classes. The historically

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.F.

underserved populations represented include members of Oregon's ten protected classes such as LGBTQIA+ members, persons of color, and students with disabilities.

The proposed training requirements are designed to ensure that all Civil Rights Coordinators receive a baseline of training that will equip them to understand and implement their role in overseeing civil rights compliance. Many of the discrimination appeals ODE has processed in the last 5 years have found school district deficiencies related to understanding what discrimination is and the requirements of discrimination law. The proposed training requirements are designed to help minimize this impact on students by ensuring that there is a point person at each district who has the required training they need to effectively implement civil rights requirements.

We have received significant feedback on these proposals during our engagement sessions. Notably, feedback included:

- Community members appreciated that there was a formal coordinator to receive notice of complaints. Community members, including parents and partners, expressed that they felt this role was necessary and overdue, and were highly interested in ongoing recordkeeping and compliance requirements. Participants were glad that the rule aligned with current federal and state requirements for nondiscrimination policies.
- Participants felt that expectations were clear and that the rules provided additional accountability for districts.
- Participants appreciated the training requirements for coordinators, and expressed appreciation that ODE would be providing this training free of charge. There was some concern expressed by District participants that the requirements would impose a significant workload and would be difficult to balance with other responsibilities. Additionally, participants requested that ODE provide districts with training in a variety of formats, and requested ODE provide samples/templates for tracking purposes.
- District participants expressed concern that the rules impose a requirement to track data that goes beyond what is required by the statute.
- District participants expressed concern about funding and capacity. Participants were concerned that with no additional funding, districts (particularly smaller districts) would be unable to fulfill the requirements of this role.
- Districts appreciated that they were able to delegate the role of civil rights coordinator to an ESD but were somewhat confused on how the civil rights coordinator position aligned with other federally mandated coordinators (e.g. Title IX).

ODE is cognizant of district capacity and funding concerns. The proposed rules are intended to align with current state and federal nondiscrimination requirements and guidance, and to assist schools and districts in meeting legal compliance that is already expected of them by state and federal law. For example, although tracking requirements are not explicitly mandated by federal law, the U.S. Department of Education Office for Civil Rights (OCR) frequently requests districts provide records of complaints filed as part of their investigative process. The tracking requirement is therefore intended to help districts fulfill these expectations.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.F.

ODE is committed to supporting districts with implementation of these new rules. The rules were drafted with district flexibility in mind and allow districts to fulfill their coordinator requirements in numerous different ways (i.e. delegating an ESD, appointing several coordinators, training with ODE, training with an outside entity, etc.) ODE will be providing training, free of charge, in a variety of different formats during the 2024-25 academic year. ODE will also be available for technical assistance, questions, and guidance to appointed district coordinators. The department employs multiple Civil Rights Specialists available to guide and assist coordinators through training and implementation processes.

EQUITY IMPACT ANALYSIS

The proposed rules are intended to positively impact all protected class students and school community members. The proposed rules are intended to ensure school nondiscrimination policies and procedures are broadly accessible and reliable. The proposed rules do not change districts' existing obligations under state and federal nondiscrimination law. Rather, the rules provide parents, students, and community members with a point of contact and liaison for any concerns or complaints related to discrimination based on protected class and are intended to ensure that current federal and state nondiscrimination law is implemented to fidelity.

The training and compliance requirements proposed under these rules are designed to align with, and complement, existing requirements for other designated coordinator positions. The rules are intended to supplement and work alongside other nondiscrimination laws such as the CROWN Act, Title VI of the Civil Rights Act of 1964, Section 504, and Title IX. While some protected classes have federally required coordinators, others such as race, class, and national origin, do not have mandated coordinator positions. The civil rights coordinator position, with accompanying training and implementation requirements as outlined above, is designed to fill that gap for marginalized students and their families. We received feedback during our community engagement sessions that families believe this is an important and necessary position, and generally received positive support for robust training requirements. Participants felt that these rules were particularly important for historically underrepresented populations who may be unaware of the protections afforded under state and federal law.

FISCAL ANALYSIS

The fiscal impact to ODE is minor. ODE employs multiple Civil Rights Specialists who can support districts with technical assistance around implementing these rules, and who can provide guidance and training for appointed coordinators.

Districts may have some associated costs with these rules. Districts will be required to update their policies and websites. They are also required to designate a coordinator and have the coordinator fully and appropriately trained. ODE is required by the law to make training available annually free of charge, but some school districts or charter schools may choose to seek training from another organization and may have associated costs.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.F.

Although districts are already required to accept, investigate, and respond to allegations of discrimination, district participants expressed concern during engagement sessions that new rules would be financially burdensome.

EFFECT OF A "YES" OR "NO" VOTE

If approved, the proposed rules will implement new requirements related to the training and implementation of civil rights coordinators to address discrimination in school districts.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: OAR 581-XXX-AAAA to 581-XXX-CCCC (Version February 6, 2024)

**RULEMAKING TO IMPLEMENT HOUSE BILL 2281 (2023)
MM 2/6/2024**

**OAR 581-021-AAAA
Definitions for OAR 581-021-AAAA to 581-021-CCCC**

Under OAR 581-021-AAAA to 581-021-CCCC:

- (1) “Discrimination” has the meaning given that term in ORS 659.850.**
- (2) “District” means a school district or a public charter school.**
- (3) “Public charter school” means an elementary or secondary charter school offering a comprehensive instructional program under a written agreement entered into between a sponsor and an applicant pursuant to ORS chapter 338.**
- (4) “Sponsor” means:**
 - (a) The board of the school district that has developed a written charter to create a public charter school.**
 - (b) The State Board of Education pursuant to ORS 338.075.**

Statutory/Other Authority: ORS 326, ORS 327.006, ORS 327.102, ORS 332.505, ORS 338.115 & ORS 659.855.

Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115 & ORS 659.850.

**OAR 581-021-BBBB
Duty to Designate One or More Civil Rights Coordinators**

- (1) Each district must designate one or more civil rights coordinators. A civil rights coordinator designated under this rule must:**
 - (a) Be knowledgeable of the requirements of OAR 581-0021-0038, 581-021-0045, 581-021-0046, and 581-021-CCCC; and**
 - (b) Have the independence and authority necessary to carry out the provisions of OAR 581-021-CCCC.**
- (2) Each district must include the name or title, work address, email address, and phone number of each civil rights coordinator designated by the district in the notice of nondiscrimination required by OAR 581-021-0045.**
- (3) Each district must adopt and follow a policy for the purpose of implementing OAR 581-021-AAAA to 581-021-CCCC. At a minimum, the policy must:**

(a) List the requirements of OAR 581-021-CCCC and require each civil rights coordinator designated by the district to meet those requirements.

(b) Specify that any complaint alleging discrimination may be made to any civil rights coordinator designated by the district.

(c) Require the tracking and documenting of:

(A) All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and

(B) The training completed by each civil rights coordinator designated by the district pursuant to OAR 581-021-CCCC.

(4) A civil rights coordinator designated under this rule may be a person employed by a district for purposes other than those set forth in OAR 581-021-CCCC.

(5) Pursuant to a contract entered into between a school district and an education service district, an education service district may designate and provide one or more civil rights coordinators for the school district. If an education service district designates and provides one or more civil rights coordinators for a school district, the education service district assumes the school district's duties under OAR 581-021-AAAA to OAR 581-021-CCCC to the extent that the contract delegates those duties. An education service district may designate and provide the same civil rights coordinator for multiple districts.

Statutory/Other Authority: ORS 326, ORS 327.006, ORS 327.102, ORS 332.505, ORS 338.115 & ORS 659.855.

Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115 & ORS 659.850.

OAR 581-021-CCCC

Duties of and Training Requirements for Civil Rights Coordinators

(1) At a minimum, a civil rights coordinator shall:

(a) Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in public education, including ensuring the availability of, and providing to students and staff:

(A) The notice of nondiscrimination required by OAR 581-021-0045; and

(B) The district's written complaint process for making reports of discrimination.

(b) Oversee and ensure the resolution of district investigations of complaints alleging discrimination;

(c) Oversee the resolution of district investigations substantiating discrimination, including the provision of remedies;

(d) Provide guidance to district staff on civil rights issues in the district;

(e) Respond to questions and concerns about civil rights in the district;

(f) Coordinate efforts to prevent civil rights violations from occurring in the district; and

(g) Satisfy the training requirements listed in subsections (2) and (3) of this rule.

(2) Upon being first designated under OAR 581-021-BBBB, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education:

(a) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(b) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights.

(c) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties.

(d) Identifying discrimination and reports of discrimination.

(e) Responding to reports of discrimination.

(f) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest.

(g) Preventing discrimination in public school programs and activities.

(h) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities.

(i) Tracking and documenting reports of discrimination.

(3) In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by the Oregon Department of Education:

(a) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(b) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights.

(c) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties.

(d) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.

(4) The Oregon Department of Education annually will provide training for civil rights coordinators. Civil rights coordinators may take the department's training or may take any other training that fulfills the requirements of this rule.

Statutory/Other Authority: ORS 326, ORS 327.006, ORS 327.102, ORS 332.505, ORS 338.115 & ORS 659.855.

Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115 & ORS 659.850.

OAR 581-021-DDDD

Applicability Clause

A civil rights coordinator designated under OAR 581-021-BBBB before July 1, 2024, must complete the training required by OAR 581-021-CCCC (2) by December 31, 2024.

Statutory/Other Authority: ORS 326, ORS 327.006, ORS 327.102, ORS 332.505, ORS 338.115 & ORS 659.855.

Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115 & ORS 659.850.

OAR 581-021-0045 (Amended)

Discrimination Prohibited

(1) For purposes of this rule and OAR 581-021-0046:

(a) “Disability” includes a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such an impairment.

(b) “Discrimination” means any act that ~~that~~ unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;

(c) “District” means:

(A) A school district, an education service district, a public charter school, a Youth Corrections Education Program provider under contract with the department, a Juvenile Detention Education Program provider under contract with the department, or a program that receives moneys pursuant to ORS 343.243; and

(B) Any educational agency, program, or service under the jurisdiction of an entity described in subparagraph (A) of this paragraph.

(d) “National origin” includes:

(A) An individual’s or individual’s parent’s or guardian’s actual or perceived place of origin;

(B) Latinx/a/o/e and other protected class ethnicities, including Afro-Latinx/a/o as defined in OAR 581-017-0693, Central American as defined in OAR 581-017-0693, Indigenous as defined in OAR 581-017-0693, and South American as defined in OAR 581-017-0693;

(C) An individual’s actual or perceived religious or cultural ancestry that the individual associates with their personal identity;

(D) Physical characteristics that are historically associated with a place of origin, protected class ethnicity, or religious or cultural ancestry, including but not limited to individuals who identify as Syrian, Muslim, Middle Eastern, Arab, Sikh, and Jewish; and

~~(E)~~ **(E)** An individual whose first spoken language is not English or who is not proficient in speaking English or who is under the custody of a parent or guardian whose first spoken language is not English or who is not proficient in speaking English.

(e) “Gender identity” means an individual’s gender-related identity, appearance, expression, or behavior, regardless of whether the identity, appearance, expression, or behavior differs from that associated with the gender assigned to the individual at birth.

(f) “Protective hairstyle” means a hairstyle, hair color, or manner of wearing hair that includes, but is not limited to, locs, twists, and braids, regardless of whether the braids are created with extensions or styled with adornments.

(g) “Public Charter School” means an elementary or secondary charter school offering a comprehensive instructional program operating under a written agreement entered into between a sponsor and an applicant pursuant to ORS chapter 338.

(h) “Race” includes:

(A) Black, African American, American Indian, Alaska Native, Asian, Native Hawaiian, Pacific Islander, other protected races, and multiracial individuals; and

(B) Physical characteristics that are historically associated with race, including but not limited to any natural hair, hair texture, hair type, or protective hairstyle associated with race.

(i) “Sex” includes male (M), female (F), and non-binary (X).

(j) “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, or bisexuality.

(k) “Sponsor” means:

(A) The board of the common school district or the union high school district in which the public charter school is located that has developed a written charter to create a public charter school.

(B) The State Board of Education pursuant to ORS 338.075.

(2) A person in Oregon may not be subjected to discrimination in any public elementary or secondary school, educational program or service, or interschool activity where the program, service, school, or activity is financed in whole or part by monies appropriated by the **Oregon** Legislative Assembly.

(3) In providing programs or services to students, a district may not, on a discriminatory basis as defined in subsection (1)(a) of this rule:

(a) Treat one person differently from another in determining whether such person satisfies any requirement ~~of~~ **or** condition for the provision of ~~such an~~ **an** aid, benefit, or service;

(b) Provide different aid, benefits, or services, or provide aids, benefits, or services in a different manner;

(c) Deny any person ~~such an~~ **an** aid, benefit, or service;

(d) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(e) Aid or perpetuate discrimination by joining or remaining a member of any agency or organization which discriminates in providing any aid, benefit, or service to students or employees;

(f) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(4)(a) A district must issue notice of nondiscrimination for the purpose of notifying students, staff, and third parties that the district does not discriminate on the basis of age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, and gender identify.

(b) Notice of nondiscrimination as required by this subsection must:

(A) Be continuously available on the district website, accessible either by a direct link on the front page of the website or by a direct link on the footer of every page of the website.

(B) Be posted in multiple locations, including but not limited to public-facing documents such as staff and student handbooks, annual publications, official school board documents, bulletins, graduation announcements, catalogs, recruitment materials, and school related applications.

(C) Be made available in the languages of the communities served by the district.

(D) Be disseminated annually to staff, students, and families of students as an individual notice that is accessible and written in plain language.

(E) Contain:

(i) A statement of nondiscrimination that specifies the basis for nondiscrimination being age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, and gender identity;

(ii) The contact information of ~~staff designated to respond to questions of discrimination~~ **each civil rights coordinator designated pursuant to OAR 581-021-BBBB and each coordinator designated pursuant to Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990**, including their name or title, **work** address, email address, and telephone number; and

(iii) A link to or the web address for the district's discrimination complaint process and procedures.

(5) This rule does not affect attendance boundaries, limit placement of students in programs of desegregation, nor supersede any specific statutory requirement for any educational program.

Statutory/Other Authority: ORS 326 & 659.855

Statutes/Other Implemented: ORS 326.051 & 659.850

History:

ODE 8-2023, amend filed 03/29/2023, effective 03/29/2023
ODE 39-2021, amend filed 12/29/2021, effective 12/29/2021
ODE 11-2019, amend filed 03/25/2019, effective 03/25/2019
ODE 13-2008, f. & cert. ef. 5-23-08
1EB 11-1984, f. & ef. 4-17-84
1EB 252, f. & ef. 9-30-76

OAR 581-002-0003 (Amended)
Scope

OAR 581-002-0001 to OAR 581-002-0023 apply to appeals of complaints alleging:

- (1) A violation of ORS 339.285 to 339.303 or OAR 581-021-0570 (Restraint and Seclusion);
- (2) A violation of ORS 659.850 or OAR 581-021-0045 to 581-021-0046 (Discrimination **Prohibited** and Program Compliance Standards for Purposes Related to Discrimination) **or OAR 581-022-2312 (Every Student Belongs)**;
- (3) If the entity against whom the complaint is filed is a school district, education service district, or public charter school, a violation of OAR 581-021-0038 (Requirements Related to Sexual Harassment);
- (4) If the entity is a school district or a public charter school, or an education service district that has entered into a contract with a school district for the purpose of designating and providing for the school district one or more civil rights coordinators, OAR 581-021-BBBB and CCCC (Duty to Designate One or More Civil Rights Coordinators and Duties of and Training Requirements for Civil Rights Coordinators);**
- ~~(4)~~ **(5)** If the entity that is the subject of the complaint is a school or program operated by a school district, education service district, or public charter school, a violation of OAR 581-021-0047 (Prohibition against Using Native American Mascot);
- ~~(5)~~ **(6)** If the entity against whom the complaint is filed is a school district, an education service district, a Youth Corrections Education Program provider under contract with the department, or a program that receives money pursuant to ORS 343.243 (3) or (4), a violation of ORS 659.852 (Retaliation); **or**
- ~~(6)~~ **(7)** A violation of the Oregon Administrative Rules, chapter 581, division 022 (Division 22 Standards).

Statutory/Other Authority: ORS 326.051, ORS 339.303 & ORS 659.850 to 659.855
Statutes/Other Implemented: ORS 339.303, ORS 659.850 to 659.855 & ORS 339.285 to 339.303

History:

ODE 8-2023, amend filed 03/29/2023, effective 03/29/2023
ODE 11-2019, adopt filed 03/25/2019, effective 03/25/2019

PROGRAM BUDGETING AND ACCOUNTING MANUAL

2023

For School Districts and
Education Service Districts
in Oregon

209



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

PROGRAM BUDGETING AND ACCOUNTING MANUAL

For School Districts and Education Service Districts in Oregon

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-5156.

This document was produced by the School Finance Unit
Office of Finance and Information Technology
Oregon Department of Education

This document can be accessed on the [District Budgeting and Accounting page](#).

Please share this document with your colleagues.
All or any part of it may be reproduced for educational purposes
without permission from the Oregon Department of Education.

Dr. Charlene Williams • Deputy Superintendent of Public Instruction
Oregon Department of Education • Salem, Oregon 97310-0203

Foreword

This edition of the *Program Budgeting and Accounting Manual* is a revision of the 2019 manual. This document becomes effective for the 2024-25 fiscal year. When the 1998 manual was drafted, the Chart of Accounts Committee recommended biennial revisions to keep the manual up to date and to promote consistency of accounting across school districts in the state. The 1998 changes were a result of House Bill 3636, enacted by the Legislature in 1997, which directed the Department of Education to review, modify, update, and improve the existing chart of accounts for school districts and education service districts that will allow for valid comparisons of expenditures among schools and districts.

School district representatives from around the state have contributed their time and expertise to complete the revised manual. The Oregon Department of Education wishes to thank the committee members for their work in completing this fourteenth edition of the manual.

Sincerely,

Dr. Charlene Williams

Deputy Superintendent of Public Instruction

Chart of Accounts Review Committee Participants

We wish to thank the district staff for their time, energy, efforts, and contributions.

Name	District/Organization	Title
Adams, Ann	Amity SD	Business Manager
Jones, Jessica	Beaverton SD	Budget Manager
Olson, Shelley	Beaverton SD	Financial Analyst
Starr, Kristie	Beaverton SD	Budget Analyst
Rufo, Pat	Blachly SD	Business Manager
Levear, Simon	Black Butte SD	Business Manager
Pillar, Scott	Cascade SD	Director of Finance
Tofflemire, Katie	Cascade SD	Grant Analyst
DeWolf, Whitney	Crater Lake Academy	Financial Controller
Shafer, Yvonne	Crater Lake Academy	Administrative Manager
Komar, Patt	David Douglas SD	Business Manager
Rodeman, Paul	David Douglas SD	Financial Systems Manager
Clute, Ilean	Forest Grove SD	Business Manager
Wolfer, Melissa	Frontier Charter Academy	Business Manager
Davis, Caryn	Gervais SD	Business Manager
Bejarano, Peter	Gresham-Barlow SD	Director of Accounting
Breithaupt, Margaret	Gresham-Barlow SD	Senior Accountant
Grant, Larry	Grove, Mueller & Swank, P.C.	CPA, Auditor
Jones, Jeffrey	Hillsboro SD	Business Manager
Morrison, Michelle	Hillsboro SD	Chief Financial Officer
Bewley, Martha	Jefferson ESD	Chief Financial Officer
Snook, Shannon	KDP Certified Public Accountants, LLP	Manager
Ramey, Adrienne	Marcola SD	Director of Business Services
May, Michelle	Marcola/TeachNW	Accounting Specialist
Bottomley, Sara	Multnomah ESD	Budget & Management Analyst
Clark, Diane	Multnomah ESD	Senior Accountant
Booth, Tami	North Clackamas SD	Fiscal Services Manager
Burke, Dawna	North Clackamas SD	Director of Fiscal Operations
Allen, Rhonda	North Santiam SD	Business Services Director
Floth, Kara	North Wasco SD	Chief Financial Officer
Ely, Jordan	Northwest Regional ESD	Chief Financial Officer
Olsen, Jackie	Oregon Association of School Business Officials	Executive Director
Burks, Kylee	Oregon Department of Education	Financial Reporting Analyst
Clark, Vanessa	Oregon Department of Education	State School Fund Coordinator
Hensley, Tracy	Oregon Department of Education	SFACTR Operations and Policy Analyst
Malinowski, Lindsay	Oregon Department of Education	SFACTR Operations and Policy Analyst
Marshall, Laura	Oregon Department of Education	School Finance Coordinator
Wiltfong, Mike	Oregon Department of Education	Administrator of School Finance & School Facilities
Belanger, Tim	Oregon Trail SD	Business Director
Morgan, Jeanne	Parkrose SD	Accounting Supervisor
Taylor, Maria	Parkrose SD	Senior Accountant
Chang, Junho	Portland Public SD	Senior Budget Manager
Kristin Johnson	Portland Public SD	Grant Accounting Manager
Petterborg, Zeb	Portland Public SD	Budget Systems Manager
Pinder, Tracy	Portland Public SD	Senior Director Financial Services
Unfried, Barbie	Redmond SD	Accounting Manager
Bannikov, Katie	Salem-Keizer SD	Asst Director of Financial Services
Bolls, Joan	Springfield SD	Director of Finance
Seay, Jessica	St. Helens SD	Director of Fiscal Services
Mehrabzadeh, Sarah	Tigard Tualatin SD	Controller
Moore, David	Tigard Tualatin SD	Chief Financial Officer
Alie, Jerolyn	West Linn-Wilsonville SD	Fiscal Accountant
Hughes, Son Le	West Linn-Wilsonville SD	Chief Financial Officer

Table of Contents

FOREWORD	III	Expenditure Functions	10
Chart of Accounts Review Committee		1000 Instruction	10
Participants	iv	2000 Support Services	11
CHAPTER 1	1	3000 Enterprise and Community Services	14
Introduction	1	4000 Facilities Acquisition and Construction	14
The Purpose and Goal	1	5000 Other Uses	14
Organization of the Manual	1	6000 Contingencies	14
Conformance with Generally Accepted Accounting		7000 Unappropriated Ending Fund Balance	14
Principles	1	Expenditure Objects	15
Complying with the Oregon Local Budget Law	1	100 Salaries	15
CHAPTER 2	2	200 Associated Payroll Costs	15
Uses of the Account Classification System	2	300 Purchased Services	15
What is an Accounting System?	2	400 Supplies and Materials	16
Financial Reports	2	500 Capital Outlay	17
The State Legislature	2	600 Other Objects	17
School Administrators and Other Employees	2	700 Transfers	17
School Boards and Other Governing Units	3	800 Other Uses of Funds	17
Creditors and Potential Creditors	3	Expenditure Areas of Responsibility	18
The General Public	3	Professional, Technical Strands	18
The Account Classification System	3	Descriptions of Balance Sheet Accounts	19
Fund Classification	3	Assets and Other Debits	19
Governmental Funds	4	Liabilities, Reserves, and Fund Balances	20
Proprietary Funds	4	CHAPTER 3	21
Fiduciary Funds	4	Accounting Program Structure	21
Account Groups	4	Minimum Chart of Accounts	21
Governmental Funds	4	Area of Responsibility Dimension Required	22
Proprietary Funds	4	Operational Unit	22
Fiduciary Fund	4	Operational Unit Used at School Level or Central ...	22
Types of Financial Activity	4	Special Instructions for Recording Expenditures	23
Revenues	4	GASB Statement 34 Reporting Requirements	23
Expenditures	4	GASB 34-related changes to Chart of Accounts	23
Balance Sheet	4	Special Education Costs—Maintenance of Effort	23
Revenue Dimensions	4	School Medicaid Billing and IDEA MOE	24
Expenditure Dimensions	5	Transportation of Special Education Students	24
The Minimum Chart of Accounts	5	Remediation	24
Account Classification Descriptions	6	Alternative Education	24
Fund Classifications	6	Substitute Teachers	25
Revenue Sources	6	Staff Development	25
1000 Revenue from Local Sources	6	Grant Administrative Charges	25
2000 Revenue From Intermediate Sources	8	Transfers to Other Funds	25
3000 Revenue From State Sources	8	Payments to Internal Service Funds	26
4000 Revenue From Federal Sources	9	Supplemental Retirement Programs	26
5000 Other Sources	9	Student Body Funds	26
		Classifying Salary Expenditures	26
		Bond Refunding Guidelines	27

CHAPTER 4	28	APPENDIX A	67
Accounting Manual Definitions	28	Terminology	67
Fund Classifications	28	APPENDIX B	73
Revenue Sources	29	Analysis of Student Body Funds	73
1000 Revenue from Local Sources.	29	APPENDIX C	74
2000 Revenue From Intermediate Sources.....	32	Sources of Accounting and Budget	
3000 Revenue From State Sources.....	33	Information	74
4000 Revenue From Federal Sources.....	34	APPENDIX D	75
5000 Other Sources.....	35	Account Code Structure Charts	75
Expenditure Functions	36	Function Codes: Instruction Services.....	75
1000 Instruction.....	36	Area Of Responsibility Codes: Instruction Services	
2000 Support Services.	39	Function Codes.....	76
3000 Enterprise and Community Services.	47	Function Codes: Support Services.....	77
4000 Facilities Acquisition and Construction.....	48	Object Codes	80
5000 Other Uses.	49	APPENDIX E	83
6000 Contingencies (for Budget Only).....	49	Guidelines for ELL and Non-ELL Related	
7000 Unappropriated Ending Fund Balance.....	49	Expenditures	83
Expenditure Objects	50	APPENDIX F	85
100 Salaries.....	50	Guidelines for Coding Technology: Object Code	
200 Associated Payroll Costs.....	51	400 – Supplies and Materials	85
300 Purchased Services.	52	APPENDIX G	86
400 Supplies and Materials.	55	Recommended Guidelines for New-Program	
500 Capital Outlay.....	55	Accounting	86
600 Other Objects.	57	APPENDIX H	87
700 Transfers.	58	EVERY STUDENT SUCCEEDS ACT (ESSA)	87
800 Other Uses of Funds.	58		
Expenditure Areas of Responsibility	59		
Descriptions of Balance Sheet Accounts	61		
Assets and Other Debits	61		
Liabilities, Reserves and Fund Balances	64		

Chapter 1

Introduction

THE PURPOSE AND GOAL

The *Program Budgeting and Accounting Manual* is designed as a resource tool for school districts and education service districts in Oregon. The use of the budget and accounting codes will vary with the individual needs of each district. The minimum requirement is adopted as Administrative Rule by the State Board of Education and is in **bold type** face as shown in Chapter 2. Additional codes are available at the option of the district for more extensive use of account descriptions.

The *Program Budgeting and Accounting Manual* was developed based on the following goals:

- The accounting code structure is designed to provide consistent classification of expenditures to allow valid spending comparisons among schools and districts. The financial accounting and reporting system complies with Generally Accepted Accounting Principles (GAAP).
- The budgeting and accounting system can be used to plan and manage the resources of a school district.
- The manual is a working handbook to which revisions will be made.

With the above goals in mind, the Oregon Department of Education presents this manual to all school districts and educational service districts in the state of Oregon. It is our intent that use will occur at all levels of management, ranging from the classroom to the boardroom.

ORGANIZATION OF THE MANUAL

Description of the account code structure begins in Chapter 2, covering fund classification, function, object, operational unit, area of responsibility, sub-area, and revenue codes. This chapter provides the basis for the account classification. Chapter 3 provides detailed definitions of the account numbers listed in Chapter 2 and special instructions to promote consistency in accounting practice.

The Department of Education will update this manual each biennium or as needed.

We welcome your comments and suggestions regarding the revised accounting manual.

CONFORMANCE WITH GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

A primary emphasis of this manual is to define account classifications that provide meaningful financial management information to its users. As part of this emphasis, the *Program Budgeting and Accounting Manual* is written to approach conformance with Generally Accepted Accounting Principles (GAAP), a uniform minimum standard of and guideline for financial accounting and reporting. The Government Finance Officers Association has developed a practical guide to implementing accounting standards in its *Governmental Accounting, Auditing and Financial Reporting (GAAFR)* document.

Achieving consistency in budgeting and financial reporting enhances our ability to present a clear picture of the district's financial condition and to make valid comparisons among districts.

Financial information that is consistently presented in a simple and straightforward format will be readily understood by the public and provide a sound basis for decision-making.

COMPLYING WITH THE OREGON LOCAL BUDGET LAW

Oregon Budget Law (ORS 294) specifies a process and format for a district's annual budget preparation and presentation. The Oregon Department of Education, through the administrative rule process, adopts a chart of accounts (Chapter 2) that are used to classify revenues and expenditures. These account codes are approved by the Department of Revenue.

Chapter 2

Uses of the Account Classification System

The purposes of this chapter are to: (1) describe an accounting system and the need for the financial reports of the district; (2) describe the account classification structure; and (3) provide the chart of accounts used in a school district accounting system.

What is an Accounting System?

What is an accounting system? How does it go about serving the diverse needs of its users? The accounting system is the means by which financial data are captured during actual operation of the district, recorded in the accounting system, and then analyzed to produce the various kinds of reports needed. Financial transactions can be classified to facilitate their accumulation in categories to display activities in the financial reports. The primary purpose of an accounting system is to produce financial information organized in various ways for various uses.

Financial Reports

The financial reports produced in a district fall into two major groupings: internal and external. Examples of the internal reports include:

- comparison of budgeted vs. actual revenues and expenditures;
- cash flow projection;
- building operation and maintenance costs, by building; and
- expenditure accounts, showing activity during the last reporting period.
- comparison of current and prior year's revenues and expenditures.

External financial reports are produced by the district to satisfy the needs of the various users who are not a part of the district, including state and federal agencies, Congress, the Legislature, creditors and credit rating agencies, parents, taxpayers, and the general public.

Each school district is required to produce an annual financial report that has been audited by an independent audit firm. Other external reports generally are of a

special purpose or nature. They may include such reports as:

- general financial/statistical summaries for use by legislators;
- specific reports of certain revenues and expenditures by program, for use by the funding source(s); and
- program cost reports.

The State Legislature

The Oregon Legislature determines the level of funding available for the operation of Oregon's school districts. Accordingly, legislators need clear, consistent information on school spending as a basis for decision making. Cumulative information in comparable formats about the operations of groups of districts is needed to formulate funding policies.

School Administrators and Other Employees

School administrators are key users of the financial account classification system. They must rely on financial reports to allocate and manage resources, evaluate past performance, to aid in day-to-day decision making and to inform the general public.

Budgeting, an important managerial tool for the public-school administrator, relies upon correct and properly classified accounting information. The expenditure dimensions used here offer the administrator a variety of methods for budgeting and permit local judgment about the most appropriate technique. Additionally, the accounting system satisfies the administrator's obligation to ensure compliance with the legal, regulatory and fiduciary responsibilities of this position of public trust.

School Boards and Other Governing Units

School boards and other governing units have both a responsibility and an interest in the operation of the school system. The school board is responsible for establishing policies and for overseeing and appraising the administrator as they carry out these policies. The school board thus needs timely warning in case situations develop that require corrective action. The board also needs information to assess both the efficiency of the administration and its effectiveness in complying with policies and restrictions. Some of this information can be provided by general purpose financial reports. Comparable information obtained about other districts is also needed as a basis for comparison.

Creditors and Potential Creditors

Creditors include bondholders and prospective bondholders, credit rating agencies that advise potential bondholders, commercial banks, vendors, and others who have extended credit, or who are considering extending credit, to the district. Typically, they would be interested in the financial position of the organization, its operating performance, and its ability to repay the bonds or loans in full and on time.

The General Public

The interests of constituents are similar to those of resource providers: they want to understand the nature of the organization's activities, the services provided, and how effectively and efficiently resources are managed.

The Account Classification System

The account classification system presented here is designed to enable the districts to produce the financial reports necessary to better meet all of the potential uses identified above. Based on the following guidelines, the structure meets the identified needs and will provide comparability of reported data among different districts.

1. *The chart of accounts encourages full disclosure of the financial position of the district.* Emphasis is placed on the accurate classification of financial transactions. Expenditures are recorded in the appropriate accounting categories, regardless of the implications of some of those decisions.

2. *Comprehensive financial reporting is encouraged.* The district should incorporate all financial activities into a single accounting and reporting system for full disclosure. Accounts for such activities as food services, student body activities, community services, and commercial-like enterprises all should be included in the financial reports of the district.
3. *Simplified reporting is encouraged.* *Governmental Accounting, Auditing, and Financial Reporting (GAAFR)* encourages using the minimum number of funds necessary for legal and operational use. Using unnecessary funds can result in inflexibility, undue complexity, and inefficient financial administration. Financial reports should be well organized and easy to read.
4. *The account classification system is flexible: it meets the needs of both small and large districts while retaining comparability of reported data.* The guidelines here include a minimum list of accounts essential for state and federal reporting. They also provide a variety of optional classifications for districts interested in a more comprehensive approach to financial accounting and reporting.

The classification of accounts and the recommended reporting structure remain in accordance with generally accepted accounting principles.

Fund Classification

Governmental accounting systems are organized and operated on a fund basis. The diverse nature of governmental operations and the need for legal compliance preclude recording and summarizing financial transactions in a single accounting entity. Instead, the required accounts are organized on the basis of independent funds. If one were to compare fund accounting with commercial accounting, each fund would equate to an independent business, with a separate set of records owned by one entity, the district.

The accounting system is structured to maintain the identity of the resources, obligations, revenues, expenditures, and equities for each fund. This is accomplished by providing a complete self-balancing set of accounts for each fund that shows its assets, liabilities, reserves, fund balances or retained earnings, revenues, and expenditures or expenses.

The classifications of fund and account groups included in this handbook are similar to those used by other state and local governmental units. They consist of the following fund and account groups:

GOVERNMENTAL FUNDS

The funds through which most districts functions are typically financed. The reporting focus is upon determining the financial position and changes in financial position, rather than upon determining net income.

PROPRIETARY FUNDS

The funds used to account for district activities that are similar to business operations in the private sector; or where the reporting focus is upon determining net income, financial position, and changes in cash flows.

FIDUCIARY FUNDS

The funds used to account for assets held by a district as trustee or agent. Each trust fund is treated for accounting measurement purposes in a manner similar to either a governmental fund or a proprietary fund. Expendable trust funds are accounted for in essentially the same manner as governmental funds. Nonexpendable trust funds and pension trust funds are accounted for in essentially the same manner as proprietary funds. Agency funds are purely custodial (assets equal liabilities) and thus do not involve measurements of results of operations.

Account Groups

Groups of accounts which are used to record and control the district's general fixed assets and unmatured general long-term liabilities. Long-term liabilities of proprietary funds and trust funds should be accounted for through those funds.

These four classifications are divided into the following categories called fund types:

GOVERNMENTAL FUNDS

- 100 General Fund
- 200 Special Revenue Funds
- 300 Debt Service Funds
- 400 Capital Project Funds

PROPRIETARY FUNDS

- 500 Enterprise Funds
- 600 Internal Service Funds

FIDUCIARY FUND

700 Trust and Agency Funds

Types of Financial Activity

This publication classifies three basic types of financial activity within funds: (1) revenues and other sources of funds, (2) expenditures and other uses of funds, and (3) transactions affecting the balance sheet (assets and liabilities) of the district. For each type of transaction, the specific account code is made up of a combination of classifications called dimensions. Each dimension describes one way of classifying financial activity. The dimensions for each type of transaction are:

REVENUES

Fund: XXX
Source: XXXX
Project: XXX

EXPENDITURES

Fund: XXX
Function: XXXX
Object: XXX
Operational Unit: XXX
Area of Responsibility: XXX
Sub-Area: XXX

BALANCE SHEET

Fund: XXX
Asset (or Liability): XXX

The purpose and uses of each of these dimensions are as follows:

REVENUE DIMENSIONS

Source

Revenues collected by school districts are classified by major source:

- 1000 Local Sources
- 2000 Intermediate Sources
- 3000 State Sources
- 4000 Federal Sources
- 5000 Other Sources

Project

Districts may use additional account code dimensions to provide further classification of revenue to track receipts for a particular program, project, or school.

Sub-categories within a major source provide additional information regarding the source of revenue. For example, local sources of revenue are recorded in sub-classifications, such as local property taxes levied by the school district, tuition, fees, interest earnings, etc.

EXPENDITURE DIMENSIONS

Function

The function describes the activity for which a service or material object is acquired. The major functions of a district are classified into seven areas:

1000	Instruction
2000	Support Services
3000	Enterprise and Community Services
4000	Facilities Acquisition and Construction
5000	Other Uses (Interagency/Fund Transactions and Debt Service)
6000	Contingency
7000	Unappropriated Ending Fund Balance

Functions and sub-functions consist of activities that have similar operational objectives. Categories of activities in each of these divisions and subdivisions are grouped according to the principle that the activities could be combined, compared, related, and mutually exclusive.

Object

The object is the service or commodity bought. These categories are also divided into sub-objects for more detailed accounting.

100	Salaries
200	Associated Payroll Costs
300	Purchased Services
400	Supplies and Materials
500	Capital Outlay
600	Other Objects
700	Transfers
800	Other Uses of Funds

Operational Unit

This dimension is used to identify (1) schools or (2) non-school cost centers, such as central programs or departments. Operational unit codes are defined by the school districts but are required for state reporting purposes because expenditures are reported at the school level rather than the district level.

Area of Responsibility

This dimension provides additional detail to the account code and is used to identify expenditures for specific curriculum areas and programs. Districts may elect

to use area codes for a variety of reasons to track expenditures and manage costs.

Sub-Area

Districts often add other account code dimensions to classify expenditures for particular purposes at their discretion. Some of the possible additional uses are:

- term;
- course;
- work order;
- bus route;
- vehicle;
- capital project.

In addition, in automated accounting software systems, there may be a need to add some codes for use by the computer. These might include:

- a transaction code to route the transaction through the system and post the correct files and fields in the data record;
- a fiscal year code to assist with closing out one year while beginning to process activity for the new year;
- a reporting level code to assist in organizing report contents and subtotals;
- a district or other organizational unit code in a multi-district system.

THE MINIMUM CHART OF ACCOUNTS

The handbook classification structure (particularly the expenditure classifications) can generate large amounts of detailed data. However, much of the classification system described herein is offered for the optional use of the district. Hence, a district may choose, in a number of ways, which parts of the system it needs or wants to use. It may choose:

- Not to use certain optional dimensions at all;
- To consolidate certain dimensions in its own local chart of accounts;
- To use more dimensions than defined in this publication.

Whatever course a district chooses, it must follow a certain minimum list of these classifications to meet federal and state reporting requirements. This list is referred to as the “minimum chart of accounts.”

Using this publication, the district’s first task then is to decide what additional classifications it wishes to use for its own purposes. In the following account classification descriptions, the minimum chart of accounts is highlighted in bold.

Account Classification Descriptions

The account codes are presented for use in accounting for revenue and expenditures of a school district. The codes in **bold type** face are required, except for area of responsibility. Non-bold codes are optional and may be used at the district's discretion. Definitions for each of these descriptions begin in Chapter 3.

FUND CLASSIFICATIONS

100	General Fund
200	Special Revenue Funds
300	Dept Service Funds
400	Capital Projects Funds
500	Enterprise Funds
600	Internal Service Funds
700	Trust and Agency Funds

Revenue Sources

1000 REVENUE FROM LOCAL SOURCES

1100	Taxes
1110	Ad Valorem Taxes Levied by District
1111	Current Year's Taxes
1112	Prior Year's Taxes
1113	County Tax Sales for back Taxes
1114	Payments in Lieu of Property Taxes
1115	Payments in Lieu of Property Taxes Enterprise Zones School Support Fee (2023 HB 2009)
1120	Local Option Ad Valorem Taxes Levied by District
1121	Current Year's Local Option Taxes
1122	Prior Year's Local Option Taxes
1123	Penalties and Interest on Local Option Taxes
1130	Construction Excise Tax
1190	Penalties and Interest on Taxes
1200	Revenue From Local Governmental Units Other Than Districts
1300	Tuition
1310	Regular Day School Tuition
1311	Tuition From Individuals
1312	Tuition From Other Districts Within the State
1313	Tuition From Other Districts Outside the State
1320	Adult/Continuing Education Tuition
1321	Tuition From Individuals
1322	Tuition From Other Districts Within the State
1323	Tuition From Other Districts Outside the State
1324	Tuition/Contract Receipts for Community Services

1330 Summer School Tuition

- 1331 Tuition From Individuals
- 1332 Tuition From Other Districts Within the State
- 1333 Tuition From Other Districts Outside the State

1400 Transportation Fees

- 1410 Regular Day School Transportation

1411 Transportation Fees From Individuals**1412 Transportation Fees From Other Districts Within the State****1413 Transportation Fees From Other Districts Outside the State****1420 Summer School Transportation**

- 1421 Transportation Fees From Individuals
- 1422 Transportation Fees From Other Districts Within the State
- 1423 Transportation Fees From Other Districts Outside the State

1500 Earnings on Investments

- 1510 Interest on Investments
- 1530 Gain or Loss on Sale of Investment

1600 Food Service

- 1610 Daily Sales — Reimbursable Programs
 - 1611 Breakfast
 - 1612 Lunch
 - 1613 Special Milk Program
- 1620 Daily Sales – Non-Reimbursable Program
- 1630 Special Functions

1700 Extracurricular Activities

- 1710 Admissions
- 1720 Bookstore Sales
- 1730 Student Organization Membership Dues and Fees
- 1740 Fees
- 1750 Concessions
- 1760 Club Fundraising
- 1790 Other Extracurricular Activities

1800 Community Services Activities

1900 Other Revenue from Local Sources

- 1910 Rentals**
- 1920 Contributions, Donations, and General Fundraising from Private Sources**
- 1930 Rental or Lease Payments from Private Contractors**
- 1940 Services Provided Other Local Education Agencies**
 - 1941 Services Provided Other Districts Within the State
 - 1942 Services Provided Other Districts Outside the State
 - 1943 Services Provided Charter Schools
- 1950 Textbook Sales and Rentals**
 - 1951 Textbook Sales
- 1960 Recovery of Prior Years' Expenditure**
- 1970 Services Provided Other Funds**
- 1980 Fees Charged to Grants**
- 1990 Miscellaneous**

2000 REVENUE FROM INTERMEDIATE SOURCES

- 2100 Unrestricted Revenue
 - 2101 County School Funds**
 - 2102 General Education Service District Funds (Effective 7/1/10)**
 - 2103 Excess ESD Local Revenue (Effective 7/1/10)**
 - 2105 Natural Gas, Oil, and Mineral Receipts**
 - 2110 Intermediate 'I' Tax (City and County Income Taxes)**
 - 2111 Current Year
 - 2112 Prior Year
 - 2113 Penalties and Interest
 - 2199 Other Intermediate Sources**
- 2200 Restricted Revenue**
- 2800 Revenue in Lieu of Taxes**
- 2900 Revenue for/on Behalf of the District**

3000 REVENUE FROM STATE SOURCES

- 3100 Unrestricted Grants-In-Aid
 - 3101 State School Fund – General Support**
 - 3102 State School Fund – School Lunch Match**
 - 3103 Common School Fund**
 - 3104 State Managed County Timber**
 - 3106 State School Fund – Accrual**
 - 3199 Other Unrestricted Grants-in-aid**
- 3200 Restricted Grants-In-Aid
 - 3204 Driver Education**
 - 3222 State School Fund (SSF) Transportation Equipment**
 - 3299 Other Restricted Grants-in-aid**
- 3800 Revenue in Lieu of Taxes**
- 3900 Revenue for/on Behalf of the District**

4000 REVENUE FROM FEDERAL SOURCES

4100 Unrestricted Revenue Direct From the Federal Government

4200 Unrestricted Revenue From the Federal Government Through the State

4201 Transportation Fees For Foster Children

4202 Medicaid Reimbursement for Eligible K-12 Expenses
(Ages Five to Twenty-One)

4300 Restricted Revenue Direct From the Federal Government

4500 Restricted Revenue From the Federal Government Through the State

4501 Medicaid Reimbursement for Eligible Early Intervention
(EI) Services (Birth to Age Three)

4502 Medicaid Reimbursement for Eligible Early Childhood
Special Education (ECSE) Services (Ages Three to Five)

4700 Grants-In-Aid From the Federal Government Through Other Intermediate Agencies

4800 Revenue in Lieu of Taxes

4801 Federal Forest Fees

4802 Impact Aid to School Districts for Operation (PL 874)

4803 Coos Bay Wagon Road Funds

4899 Other Revenue in Lieu of Taxes

4900 Revenue for/on Behalf of the District

5000 OTHER SOURCES

5100 Long Term Debt Financing Sources

5110 Bond Proceeds

5120 Bond Premium

5130 Accrued Interest

5140 Mortgage Receipts

5150 Loan Receipts

5160 Lease Purchase Receipts

5200 Interfund Transfers

5300 Sale of/or Compensation for Loss of Fixed Assets

5400 Resources—Beginning Fund Balance

Expenditure Functions

1000 INSTRUCTION

1100 Regular Programs

- 1111 Elementary, K-5 or K-6 (Effective 7/1/2011)**
- 1113 Elementary Extracurricular**
- 1121 Middle/Junior High School Programs**
- 1122 Middle/Junior High School Extracurricular**
- 1131 High School Programs**
- 1132 High School Extracurricular**

1140 Pre-kindergarten Programs

1200 Special Programs

- 1210 Programs for the Talented and Gifted**
- 1220 Restrictive Programs for Students with Disabilities**
 - 1221 Learning Centers – Structured and Intensive
 - 1222 Development Kindergarten
 - 1223 Community Transition Centers
 - 1224 Life Skills with Nursing
 - 1225 Out of District Programs
 - 1226 Home Instruction
 - 1227 Extended School Year Programs
 - 1228 Diagnostic Classrooms
 - 1229 Other Special Programs
- 1250 Less Restrictive Programs for Students with Disabilities**
- 1260 Treatment and Habilitation**
- 1270 Educationally Disadvantaged
 - 1271 Remediation**
 - 1272 Title IA/D**
 - 1280 Alternative Education**
 - 1281 Public Alternative Programs
 - 1282 Private Alternative Programs
 - 1283-1287 District Alternative Programs
 - 1288 Charter Schools
 - 1289 Other Alternative Programs
- 1290 Designated Programs
 - 1291 English Language Learner – ORS 336.079**
 - 1292 Teen Parent Programs**
 - 1293 Migrant Education**
 - 1294 Youth Corrections Education**
 - 1295 English Language Learner – Non ORS 336.079**
 - 1299 Other Programs**

1300 Adult/Continuing Education Programs

1400 Summer School Programs

- 1410 Elementary
- 1420 Middle/Junior High
- 1430 High School
- 1460 Special Programs, Summer School
- 1490 Other Summer School Programs

2000 SUPPORT SERVICES

2100 Support Services—Students

2110 Attendance and Social Work Services

- 2111 Service Area Direction
- 2112 Attendance Services
- 2113 Social Work Services
- 2114 Student Accounting Services
- 2115 Student Safety
- 2117 Identification and Recruitment of Migrant Children
- 2119 Other Attendance and Social Work Services

2120 Guidance Services

- 2121 Service Area Direction
- 2122 Counseling Services
- 2123 Appraisal Services
- 2124 Information Services
- 2126 Placement Services
- 2129 Other Guidance Services

2130 Health Services

- 2131 Service Area Direction
- 2132 Medical Services
- 2133 Dental Services
- 2134 Nurse Services
- 2139 Other Health Services

2140 Psychological Services

- 2141 Service Area Direction
- 2142 Psychological Testing Services
- 2143 Psychological Counseling Services
- 2144 Psychotherapy Services
- 2148 Other Psychological Services

2150 Speech Pathology and Audiology Services

- 2151 Service Area Direction
- 2152 Speech Pathology Services
- 2153 Audiology Services
- 2159 Other Speech Pathology and Audiology Services

2160 Other Student Treatment Services

2190 Service Direction, Student Support Services

2200 Support Services—Instructional Staff

2210 Improvement of Instruction Services

- 2211 Service Area Direction
- 2213 Curriculum Development
- 2219 Other Improvement of Instruction Services

2220 Educational Media Services

- 2221 Service Area Direction
- 2222 Library/Media Center
- 2224 Educational Television Services
- 2229 Other Educational Media Services

2230 Assessment and Testing**2240 Instructional Staff Development**

2300 Support Services—General Administration

2310 Board of Education Services**2320 Executive Administration Services**

- 2321 Office of the Superintendent Services
- 2324 State and Federal Relations Services
- 2329 Other Executive Administration Services

2400 School Administration

2410 Office of the Principal Services**2490 Other Support Services—School Administration**

2500 Support Services – Business

2510 Direction of Business Support Services**2520 Fiscal Services**

- 2521 Service Area Direction
- 2522 Budgeting Services
- 2523 Receiving and Disbursing Funds Services
- 2524 Payroll Services
- 2525 Financial Accounting Services
- 2526 Internal Auditing Services
- 2527 Property Accounting Services
- 2528 Risk Management Services
- 2529 Other Fiscal Services

2540 Operation and Maintenance of Plant Services

- 2541 Service Area Direction
- 2542 Care and Upkeep of Buildings Services
- 2543 Care and Upkeep of Grounds Services
- 2544 Maintenance
- 2546 Security Services
- 2549 Other Operation and Maintenance of Plant Services

2550 Student Transportation Services

- 2551 Service Area Direction
- 2552 Vehicle Operation Services
- 2558 Special Education Transportation Services
- 2559 Other Student Transportation Services

- 2560 Alternative Transportation (2023 HB 3014)**
- 2570 Internal Services**
 - 2571 Service Area Direction
 - 2572 Purchasing Services
 - 2573 Warehousing and Distributing Services
 - 2574 Printing, Publishing, and Duplicating Services
 - 2579 Other Internal Services

2600 Support Services—Central Activities

- 2610 Direction of Central Support Services**
- 2620 Planning, Research, Development, Evaluation Services, Grant Writing, and Statistical Services**
 - 2621 Service Area Direction
 - 2622 Development Services
 - 2623 Evaluation Services
 - 2624 Planning Services
 - 2625 Research Services
 - 2626 Grant Writing
 - 2627 Statistical Services
 - 2628 Fundraising/Resource Development
 - 2629 Other Planning, Research, Development, and Evaluation Services
- 2630 Information Services**
 - 2631 Service Area Direction
 - 2632 Internal Information Services
 - 2633 Public Information Services
 - 2634 Management Information Services
 - 2639 Other Information Services
- 2640 Staff Services**
 - 2641 Service Area Direction
 - 2642 Recruitment and Placement Services
 - 2643 Staff Accounting Services
 - 2645 Health Services
 - 2649 Other Staff Services
- 2660 Technology Services**
 - 2661 Service Area Direction
 - 2662 Systems Analysis Services
 - 2663 Programming Services
 - 2664 Operations Services
 - 2669 Other Technology Services
- 2670 Records Management Services**
- 2680 Interpretation and Translation Services**
- 2690 Other Support Services—Central**
- 2700 Supplemental Retirement Program**

3000 ENTERPRISE AND COMMUNITY SERVICES**3100 Food Services**

- 3110 Service Area Direction
- 3120 Food Preparation and Dispensing Services
- 3130 Food Delivery Services
- 3190 Other Food Services

3200 Other Enterprise Services**3300 Community Services**

- 3310 Direction of Community Services Activities
- 3320 Community Recreation Services
- 3330 Civic Services
- 3340 Public Library Services
- 3360 Welfare Activities Services
- 3370 Nonpublic School Students Services
- 3390 Other Community Services

3500 Custody and Care of Children Services**4000 FACILITIES ACQUISITION AND CONSTRUCTION**

4100 Facilities Acquisition and Construction

- 4110 Service Area Direction
- 4120 Site Acquisition and Development Services
- 4150 Building Acquisition, Construction, and Improvement Services
- 4180 Other Capital Items
- 4190 Other Facilities Construction Services

5000 OTHER USES**5100 Debt Service**

- 5110 Long-Term Debt Service
- 5120 Short-Term Debt Retirement

5200 Transfers of Funds**5300 Apportionment of Funds by ESD****5400 PERS UAL Lump Sum Payment to PERS****6000 CONTINGENCIES**

- 6110 Operating Contingency

7000 UNAPPROPRIATED ENDING FUND BALANCE

Expenditure Objects

100 SALARIES

- 110 Regular Salaries
 - 111 Licensed Salaries**
 - 112 Classified Salaries**
 - 113 Administrators**
 - 114 Managerial—Classified**
 - 115 Sabbatical**
 - 116 Supplemental Retirement Stipends**
 - 117 Unused Leave**
- 120 Nonpermanent Salaries
 - 121 Substitutes—Licensed**
 - 122 Substitutes—Classified**
 - 123 Temporary—Licensed**
 - 124 Temporary—Classified**
- 130 Additional Salary**
- 140-190 Additional Salary

200 ASSOCIATED PAYROLL COSTS

- 210 Public Employees Retirement System**
 - 211 Employer Contribution, Tier I and Tier II
 - 212 Employee Contribution, Pick-Up
 - 213 PERS UAL Contribution
 - 214 PERS UAL Contribution
 - 215 PERS UAL Contribution
 - 216 Employer Contribution, Tier III
- 220 Social Security Administration**
- 230 Other Required Payroll Costs**
 - 231 Workers' Compensation
 - 232 Unemployment Compensation
- 240 Contractual Employee Benefits
- 270 Post Retirement Health Benefits**

300 PURCHASED SERVICES

- 310 Instructional, Professional and Technical Services**
 - 311 Instruction Services
 - 312 Instructional Programs Improvement Services
 - 313 Student Services
 - 316 Data Processing Services
 - 317 Statistical Services
 - 318 Professional and Improvement Costs for Non-Instructional Staff
 - 319 Other Instructional, Professional and Technical Services
- 320 Property Services**
 - 321 Cleaning Services
 - 322 Repairs and Maintenance Services
 - 324 Rentals

- 325 Electricity
- 326 Fuel
- 327 Water and Sewage
- 328 Garbage
- 329 Other Property Services
- 330 Student Transportation Services**
- 331 Reimbursable Student Transportation
- 332 Non-Reimbursable Student Transportation
- 333 Board and Room in Lieu of Transportation
- 334 Transportation Portion of Tuition Payments
- 340 Travel**
- 341 Travel, Local in District
- 342 Travel, Out of District
- 343 Travel, Student, Out of District
- 349 Other Travel
- 350 Communication**
- 351 Telephone
- 353 Postage
- 354 Advertising
- 355 Printing and Binding
- 359 Other Communication Services
- 360 Charter School Payments**
- 370 Tuition
- 371 Tuition Payments to Other Districts Within State**
- 372 Tuition Payments to Other Districts Outside the State**
- 373 Tuition Payments to Private Schools**
- 374 Other Tuition**
- 380 Non-Instructional Professional and Technical Services**
- 381 Audit Services
- 382 Legal Services
- 383 Architect/Engineer Services
- 384 Negotiation Services
- 385 Management Services
- 386 Data Processing Services
- 387 Statistical Services
- 388 Election Services
- 389 Other Non-Instructional Professional and Technical Services
- 390 Other General Professional and Technological Services

400 SUPPLIES AND MATERIALS

- 410 Consumable Supplies and Materials**
- 420 Textbooks**
- 430 Library Books**
- 440 Periodicals**
- 450 Food**
- 460 Non-Consumable Items**
- 470 Computer Software**
- 480 Computer Hardware**

500 CAPITAL OUTLAY

- 510 Land Acquisition**
- 520 Buildings Acquisition**
- 530 Improvements Other Than Buildings**
- 540 Depreciable Equipment**
 - 541 Initial and Additional Equipment Purchase
 - 542 Replacement Equipment Purchase
- 550 Depreciable Technology**
- 560 Depreciable Bus Garage, Bus, and Capital Bus Improvements
 - 562 Bus Garage**
 - 564 Bus and Capital Bus Improvements**
- 590 Other Capital Outlay**

600 OTHER OBJECTS

- 610 Redemption of Principal**
- 620 Interest
 - 621 Regular Interest**
 - 622 Bus Garage, Bus, and Capital Improvement Interest**
- 630 Unrecoverable Bad Debt Write-Off**
- 640 Dues and Fees**
- 650 Insurance and Judgements**
 - 651 Liability Insurance
 - 652 Fidelity Bond Premiums
 - 653 Property Insurance Premiums
 - 654 Student Insurance Premiums
 - 655 Judgements and Settlements Against the District
 - 659 Other Insurance and Judgements
- 660 Depreciation (Used for Enterprise and Internal Service Funds Only)**
 - 662 Buildings
 - 663 Improvements Other Than Buildings
 - 664 Equipment
 - 665 Technology
 - 669 Other Capital Assets
- 670 Taxes and Licenses**
- 680 PERS UAL Lump Sum Payment to PERS**
- 690 Grant Indirect Charges**

700 TRANSFERS**800 OTHER USES OF FUNDS**

- 810 Planned Reserve**
- 820 Reserved for Next Year**

Expenditure Areas of Responsibility

- 010 Home Instruction
- 020 Tutoring
- 050 General Classroom Instruction
- 060 Core Areas/Block Classes
- 090 Other Pre-kindergarten Programs
- 100 English**
- 110 Social Studies**
- 120 Science**
- 130 The Arts**
- 170 Driver Education
- 180 Mathematics**
- 190 Health Education
- 200 Physical Education
- 210 Second Language**
- 230 Athletics
- 250 Other Extracurricular Student Activities
- 260 Technology
- 270 Career Related Learning
- 280 English Language Learner Programs**
- 290 Other Programs
- 310 Non-Instructional Staff Development
- 320 Special Education**
- 340 Coordinated Early Intervening Services
- 350 School Improvement Fund Grant**

PROFESSIONAL, TECHNICAL STRANDS

- 500 General Professional, Technical Strands
- 510 Arts and Communication
- 520 Business and Management
- 530 Health Services
- 540 Human Resources
- 550 Industrial and Engineering Systems
- 560 Natural Resources Systems
- 570 Other Professional, Technical Strands. Defined by the District.
- 580 Other Professional, Technical Strands. Defined by the District.
- 590 Other Professional, Technical Strands. Defined by the District.

Descriptions of Balance Sheet Accounts

ASSETS AND OTHER DEBITS

- 100 Current Assets
 - 101 Cash in the Bank
 - 102 Cash on Hand
 - 103 Petty Cash
 - 104 Change Cash
 - 105 Cash with Fiscal Agents
 - 106 Cash and Investments to Repay Short-Term Notes
 - 111 Investments
 - 112 Unamortized Premiums on Investments
 - 113 Unamortized Documents on Investments (Credit)
 - 114 Interest Receivable on Investments
 - 115 Accrued Interest on Investments Purchased
 - 121 Taxes Receivable
 - 122 Estimated Uncollectible Taxes (Credit)
 - 131 Interfund Loans Receivable
 - 132 Interfund Accounts Receivable
 - 141 Intergovernmental Accounts Receivable
 - 151 Loans Receivable
 - 152 Estimated Uncollectible Loans
 - 153 Other Accounts Receivable
 - 154 Estimated Uncollectible Accounts Receivable
 - 161 Bond Proceeds Receivable
 - 171 Inventories for Consumption
 - 172 Inventories for Resale
 - 181 Prepaid Expenses
 - 191 Deposits
 - 199 Other Current Assets
- 200 Fixed Assets
 - 211 Sites
 - 221 Site Improvements
 - 222 Accumulated Depreciation Onsite Improvements
 - 231 Buildings and Building Improvements
 - 232 Accumulated Depreciation on Buildings and Building Improvements
 - 241 Machinery and Equipment
 - 242 Accumulated Depreciation on Machinery and Equipment
 - 251 Construction in Progress
- 300 Budgeting Accounts and Other Debits
 - 301 Estimated Revenues (Budget Account)
 - 302 Revenues
 - 303 Amount Available in Debt Service Funds
 - 304 Amount to Be Provided for Retirement of General Long-Term Debt

LIABILITIES, RESERVES, AND FUND BALANCES

- 400 Current Liabilities
 - 401 Interfund Loans Payable
 - 402 Interfund Accounts Payable
 - 411 Intergovernmental Accounts Payable
 - 421 Accounts Payable
 - 422 Judgments Payable
 - 423 Warrants Payable
 - 431 Contracts Payable
 - 432 Construction Contracts Payable—Retained Percentage
 - 433 Construction Contracts Payable
 - 441 Matured Bonds Payable
 - 442 Bonds Payable
 - 443 Unamortized Premiums on Bonds Sold
 - 451 Loans Payable
 - 455 Interest Payable
 - 461 Accrued Salaries and Benefits
 - 471 Payroll Deductions and Withholdings
 - 481 Deferred Revenues
 - 491 Deposits Payable
 - 492 Due to Fiscal Agent
 - 499 Other Current Liabilities

- 500 Long-Term Liabilities
 - 511 Bonds Payable
 - 521 Loans Payable
 - 531 Lease Obligations
 - 541 Unfunded Pension Liabilities
 - 590 Other Long-Term Liabilities

- 600 Budgeting Accounts
 - 601 Appropriations (Budget Account)
 - 602 Expenditures
 - 603 Encumbrances

- 700 Fund Equity
 - 701 Investment in General Fixed Assets
 - 721 Contributed Capital
 - 730 Reserve for (Special Purposes)—Retained Earnings
 - 740 Unreserved Retained Earnings
 - 760 Other than Unassigned (Special Purposes)—Fund Balance
 - 761 Non-Spendable Fund Balance
 - 762 Restricted Fund Balance
 - 763 Committed Fund Balance
 - 764 Assigned Fund Balance
 - 770 Unassigned Fund Balance

Chapter 3

Accounting Program Structure

An accounting program structure represents a conceptual organization of the school system’s activities. It provides the basis for collecting, organizing, analyzing, and displaying financial information about the activities of a school district and provides for grouping of activities for assigning costs.

The accounting program structure for Oregon school districts is based on the following account dimensions:

- Fund
- Function
- Object
- Operational Unit
- Area of Responsibility
- Sub-Area

The account code segments allow several levels of detail. For example, a function code can provide four levels of information:

1111—Regular Elementary Instruction Function—1XXX—Instruction
Program—11XX—Regular Instruction
Service Area—111X—Regular Elementary Instruction
Grade Level—1111—Regular Elementary Instruction K-5 or K-6

The state requires different levels of detail for various account segments for the Minimum Chart of Accounts. The requirements are outlined in the following sections, with the minimum level of detail indicated with **bold** font, except for area of responsibility.

Minimum Chart of Accounts

The following **expenditure dimensions** are required for state reporting:

Expenditure Dimension	Defined by	Required for	Number of Digits	Comments
Fund	State	All Accounts	3	The state defines only the first digit of each fund.
Function	State	All Accounts	4	
Object	State	All Accounts	3	
Operational Unit	District	All Accounts	3	Identifies a school or central district program or department.
Area of Responsibility	State	Some Accounts	3	See Area of Responsibility Dimension Required Table below.
Sub-Area	District	Not Required		This is an optional category for district use.

Fund, function, object, and operational unit are required for **all** expenditure accounts. Fund, function, and object are defined by the state. Operational unit is district-defined and is used to designate either a school or a central program or department.

Area of responsibility is state-defined and is required for certain functions, e.g., to indicate curriculum area at the secondary level. Additional account code segments, e.g., sub-area, are optional expenditure dimensions that are district-defined and should not be reported to the state.

AREA OF RESPONSIBILITY DIMENSION REQUIRED

Note: An “X” indicates a rollup of accounts to the digits indicated. For example, a 12XX function represents all functions that have a “12” prefix.

Function	Description	Designate
1121	Middle School/Junior High Instruction	Curriculum Area
1131	High School Instruction	Curriculum Area
12XX	Special Education	Maintenance of Effort, if Applicable
1271	Remediation	Curriculum Area
21XX	Special Education Support	Maintenance of Effort, if Applicable
2190	Special Education Direction	Maintenance of Effort, if Applicable
2240	Staff Development	Targeted Training, if Applicable
2550	Special Education Transportation	Maintenance of Effort, if Applicable

OPERATIONAL UNIT

Operational unit designates either a school or a central program or department. In general, school-based costs should be charged directly to the school (operational unit). The state calculates cost per student at the school level, and central costs will be allocated to the schools on a per-student basis. Grants should be charged to the school level when the information is available; e.g., Title I. Special Education programs should always be charged centrally. The following table indicates whether a function should be charged directly to the school, to a central number, or either or both. The Charge to Either column indicates some function expenditures would logically be charged to the school and others to a central department. For example, in expenditure function 2540 Operation and Maintenance of Plant Services, charge the building custodian to the school and a central maintenance worker to the central operational unit.

OPERATIONAL UNIT USED AT SCHOOL LEVEL OR CENTRAL

School	Either	Central
1100 Instruction	1200 Special Programs	2300 Executive Admin
2410 Principal’s Office	2100 Support of Students	2510 Business Direction
3500 Child Care	2200 Support of Instruction	2520 Fiscal Services
	2490 Other School Administration	2610 Central Direction
	2540 Operation/Maintenance of Plant	2620 Planning, Research & Dev
	2550 Transportation	2630 Information Services
	2560 Alternative Transportation	2640 Staff Services
	2570 Purchasing, Warehouse, Printing	2670 Records Management
	2660 Technology Services	5000 Other Uses
	2680 Interpretation/Translation Services	
	3100 Food Services	
	3200 Enterprise Operations	
	3300 Community Services	
	4000 Facilities Acquisition/Construction	

Charging school-based expenditures directly to the school, when possible, will produce more accurate cost information in most cases. Special Education costs, however, should be charged centrally because the wide variation of special needs and costs among schools could skew the calculation of cost per student at the school level.

When a district receives a grant, which can be identified at the school level, charge the grant to the school level.

SPECIAL INSTRUCTIONS FOR RECORDING EXPENDITURES

The following procedures are intended to improve consistency among school districts in classifying expenditures.

GASB STATEMENT 34 REPORTING REQUIREMENTS

Governmental Accounting Standards Board (GASB) Statement 34 represents one of the most comprehensive changes in financial reporting standards in history. This section will not attempt to address all issues relative to the implementation of these standards. District officials are encouraged to discuss their specific issues with their auditors. Detailed questions and answers relative to this topic can be found in the Guide to Implementation of GASB Statement 34 on Basic Financial Statements and Management’s Discussion and Analysis for State and Local Governments published by GASB.

GASB 34-RELATED CHANGES TO CHART OF ACCOUNTS

This section recaps the impact of GASB 34 on the chart of accounts. Additional details are provided within each of the impacted accounts.

Funds

- 200 Special Revenue Funds – Food Service and Student Body funds should be classified within the 200 Special Revenue Funds. Food Services should not be classified as a 500 Enterprise Fund. Student Body funds should not be classified as 700 Trust or Agency Funds.
- 500 Enterprise Funds – In general, the use of 500 Enterprise Funds is discouraged.

Objects

- ODE sets the capitalization threshold to \$5,000; this is consistent with the federal level.
- Districts may use sub-objects under 460 Non-Consumable and 480 Computer Hardware for inventoried non-capitalized assets if districts choose to identify separately or have inventory systems tied to object codes.
- Add (Depreciable) to name of objects 540 Equipment and 550 Technology.
- Reorder 66x objects as follows:
 - 662 Buildings
 - 663 Improvements Other Than Buildings
 - 664 Equipment
 - 665 Technology
 - 669 Other Capital Assets
- Note in description for 66X that it is generally to be used only in 500 Enterprise and 600 Internal Service Funds.
- The following object codes have been modified to comply with depreciation requirements of GASB 34. Details can be found within their specific descriptions.
 - 460 Non-Consumable Items
 - 540 Depreciable Equipment
 - 660 Depreciation. (Used for 500 Enterprise and 600 Internal Service Funds only.)

SPECIAL EDUCATION COSTS—MAINTENANCE OF EFFORT

The Individuals with Disabilities Education Act (IDEA) grant program requires local education agencies (LEAs) to meet maintenance of effort (MOE) as a condition of receiving these federal funds. This means that LEAs may not reduce the amount of local, or state and local, general funds they spend for the education of children with disabilities below the amount they spent for the preceding fiscal year in which they met MOE. (34 CFR 300.203)

Charge special education expenditures to the appropriate function with an operational unit code. Attach the area of responsibility (AOR) code 320 Special Education when reporting special education expenditures in all funds. However, only the 100 General Fund is used in the MOE baseline calculations.

SCHOOL MEDICAID BILLING AND IDEA MOE

According to 34 CFR 300.154(g)(2), reimbursements from federal funds, e.g. Medicaid, will not be considered state/local for the purposes of MOE. However, per the Office of Special Education Programs (OSEP), the state/local match payments that are used to draw down the federal Medicaid reimbursement must be included in the MOE calculation.

Example: Resource room teacher salary coded to 100-1250-111-XXX-320:

Expenditure Dimension	Account Code	Description	Comments
Fund	100	General Fund	Generally, the state defines only the first digit of each fund.
Function	1250	Less Restrictive Programs for Students with Disabilities	
Object	111	Licensed Salaries	
Operational Unit	XXX	District Assigned Unit	District-assigned central id, rather than directly to schools.
Area of Responsibility	320	Special Education	

TRANSPORTATION OF SPECIAL EDUCATION STUDENTS

1. Charge costs of providing special education transportation to function 2550 Student Transportation Services and attach area code 320 Special Education, including salaries and associated payroll costs of bus drivers and attendants. Allocate costs, such as supplies, insurance, and maintenance between regular transportation and special education. Districts may track actual costs or allocate costs based on special education mileage.
2. Report on the purchase of new special education buses under function 2550 Student Transportation Services, area code 320 Special Education.

REMEDIATION

Schools will be offering remedial courses to students who do not meet the state standards. Charge costs of remediation to function 1271 Remediation.

Example: Licensed salary cost for teaching remedial classes in math.

Debit Expenditure 100-1271-111-XXX-180

ALTERNATIVE EDUCATION

Charge costs of alternative education programs to function 1280 Alternative Education and a central operational unit.

Example: Tuition payments to another agency to provide alternative education.

Debit Expenditure 100-1280-371-XXX

Example: Licensed salary cost for a teacher in district provided alternative education.

Debit Expenditure 100-1280-111-XXX

SUBSTITUTE TEACHERS

Record the cost of substitutes in the function of the teacher that the substitute is replacing, if the teacher is absent due to illness, personal leave, etc. If the teacher is absent to participate in staff development, charge the substitute cost to function 2240 Instructional Staff Development.

Example: Substitute replaces a third grade teacher who is ill.

Debit Expenditure 100-1111-121-XXX

Example: Substitute replaces a fourth grade teacher who is attending a workshop on teaching math.

Debit Expenditure 100-2240-121-XXX or

Debit Expenditure 100-2240-121-XXX-180 to designate math

STAFF DEVELOPMENT

Charge costs of staff development for licensed, classified, and administrative employees that are instructionally related to 2240 Instructional Staff Development, using the appropriate object.

Example: Record cost of supplies for math instruction training session which elementary teachers attend.

Debit Expenditure 100-2240-410-XXX or

Debit Expenditure 100-2240-410-XXX-180 to designate math

Charge non-instructional staff development to the appropriate function and object. Attach area code 310 Staff Development for tracking.

Example: Computer spreadsheet training materials for fiscal staff.

Debit Expenditure 100-2520-410-XXX-310

GRANT ADMINISTRATIVE CHARGES

Record the indirect charges for grant administration directly to the grant, object code 690 Grant Indirect Charges. Pay the amount to the 100 General Fund, revenue account 1980 Fees Charged to Grants.

Example: Record administrative charge to staff development grant.

Debit Expenditure 200-2240-690-XXX

Credit Liabilities 200-4020 Due to other funds

Debit Assets 100-1320 Due from other funds

Credit Revenue 100-1980 Fees charged to grants

TRANSFERS TO OTHER FUNDS

Districts may make transfers from one fund to the 100 General Fund, 200 Special Revenue, 300 Debt Service, 400 Capital Projects, and 700 Trust and Agency Funds. Transfers are excluded from expenditures in the transferring fund to avoid double counting.

Example: Transfer money from the 100 General Fund to a 200 Special Revenue Fund.

Debit Expenditure 100-5200-710 Transfers to other funds

Credit Liabilities 100-4020 Due to other funds

Debit Assets 200-1320 Due from other funds

Credit Revenue 200-5200 Transfers from other funds

PAYMENTS TO INTERNAL SERVICE FUNDS

Districts should record payments, rather than transfers, from one fund to an internal service fund so that the expenditure is recorded in the operating fund.

Example: Record payment from the 100 General Fund to a 600 Internal Service Fund. District contribution for employee insurance for primary teachers is charged to the 100 General Fund and paid to the Insurance Reserve Fund.

Debit Expenditure	100-1111-240-XXX	
Credit Payroll Liability	100-4610	
Debit Payroll Liability	100-4610	
Credit Revenue	600-1970	Services to other funds

Expenditures in 600 Internal Service Funds will be excluded from per-student cost calculations to avoid double counting. Do not make transfers to 600 Internal Service Funds.

SUPPLEMENTAL RETIREMENT PROGRAMS

Cost of providing district retirement incentive benefits to current employees and sustaining those benefits to prior employees.

Record the current year district contribution to the program in the designated fund and function 2700 Supplemental Retirement Program. Pay the contribution amount to a Supplemental Retirement Fund, which should be classified as a 700 Trust Fund or directly from 100 General Fund to retirees. The district may use the contributions to pay current obligations to retirees and/or to accumulate reserves for outstanding liabilities.

Example:

Debit Expenditure	100-2700-240-XXX	
Credit Liabilities	100-4020	Due to other funds
Debit Assets	700-1320	Due from other funds
Credit Revenues	700-1990	

STUDENT BODY FUNDS

Student Body funds that are controlled by school district personnel should be budgeted and treated as governmental funds (200 Special Revenue Funds). Report expenditures at the school level using an operational unit code. Student Body Funds are raised or collected by and/or for school approved student groups in which the school district prescribes the purposes for how money is obtained and used. Examples of Student Body Funds would include:

textbook security deposits, locker deposit, physical education attire fees, towel fee, musical instrument fee, optional course fee, admission fee, optional field trips, voluntary health and accident insurance plans, and fundraisers.

CLASSIFYING SALARY EXPENDITURES

Staff should be charged to the function code that reflects actual job duties and responsibilities rather than job title.

Example: Cost of a Deputy Superintendent who splits job duties between general administration and Director of Special Education.

Debit Expenditures	100-2190-113-320	
	100-2320-113	

BOND REFUNDING GUIDELINES

- 5000 Other Sources
 - 5110 Bond Proceeds – Reports the face amount of the refunding bonds issued
 - 5120 Bond Premium – Reports the premium, or discount, on refunding bonds
 - 5130 Accrued Interest – Reports accrued interest, if any, on the refunding bond proceeds
- 5000 Other Uses
 - 5110-610 Long-Term Debt Service-Redemption of Principal – Reports the amount deposited to the refunding escrow agent
 - 5110-640 Long-Term Debt Service-Dues and Fees – Reports the fees paid in connection with the issuance of the refunding bonds

Chapter 4

Accounting Manual Definitions

FUND CLASSIFICATIONS

- 100 General Fund.** Accounts for all financial resources of the districts except those required to be accounted for in another fund.
- 200 Special Revenue Funds.*** Account for the proceeds of specific revenue sources (other than expendable trusts or major capital projects) that are legally restricted to expenditure for specified purposes. Some examples of special revenue funds might include restricted state or federal grants-in aid or restricted tax levies. A separate fund may be used for each restricted source, or one fund may be used, supplemented by the dimension project/reporting code; e.g., bus replacement fund. Food Service and Student Body Funds should be classified here.

*Strictly for reporting purposes within ODE's data collections:

- 201** Federal Revenue Sources and Expenditures
- 250** State, Local, and Other Revenue Sources and Expenditures
- 251** Student Investment Account
- 252** Measure 98: High School Success
- 299** Child Nutrition Programs – Food Service Sources and Expenditures

Section 1111(h)(1)(C)(x) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires the reporting of: "the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year."

- 300 Debt Service Funds.** Account for the accumulation of resources for, and the payment of, general long-term debt, principal and interest.
- 400 Capital Projects Funds.** Account for financial resources used to acquire or construct major capital facilities (other than those of proprietary funds and trust funds). The most common source of revenue in this fund would be the sale of bonds. A separate fund may be used for each capital project, or one fund may be used, supplemented by the dimension project/reporting code.
- 500 Enterprise Funds.** Account for operations that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs (expenses, including depreciation and indirect costs) of providing goods or services to the students or general public on a continuing basis are financed or recovered primarily through user charges. Enterprise funds are also used to account for operations where the school board or state regulatory agency has decided that periodic determination of revenues earned, expenses incurred, and net income is appropriate for capital maintenance, public policy, management control, accountability, or other purposes. Some examples of enterprise funds might include funds used for the bookstore operation, the athletic stadium, and the community swimming pool. Few school districts have activities that would require the use of Enterprise funds. Do not include Food Service or Student Body Funds here.

- 600 Internal Service Funds.** Account for the operation of district functions that provide goods or services to other district functions, other districts, or to other governmental units, on a cost-reimbursable basis. Some examples of internal service funds could include those used for central warehousing and purchasing, central data processing, central printing and duplicating, self-insurance fund and unemployment fund.
- 700 Trust and Agency Funds.** Account for assets held by a district in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds. Trust funds would include nonexpendable trust funds, expendable trust funds, and pension trust funds. Agency funds could include funds for a teacher or a parent-teacher organization. Do not include Food Service or Student Body Funds here.

Revenue Sources

This dimension permits classification of revenues by source. The primary classification differentiates local, intermediate, state, and federal revenue sources.

1000 REVENUE FROM LOCAL SOURCES.

- 1100 Taxes.** Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit.
- 1110 Ad Valorem Taxes Levied by District.** Taxes levied by a district on the assessed valuation of real and personal property located within the district which, within legal limits, is the final authority in determining the amount to be raised for school purposes. These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 1111 Current Year's Taxes.** Property taxes levied by a district on the assessed value of real property located within the district which, within legal limits, is the final authority in determining the amount to be raised for school purposes.
- 1112 Prior Year's Taxes.** Taxes collected for fiscal periods preceding the current year.
- 1113 County Tax Sales for Back Taxes.** Revenue received as a result of the sale of property to satisfy a property tax lien.
- 1114 Payments in Lieu of Property Taxes.** Amounts received in lieu of property taxes, including Western Oregon Severance Tax, Eastern Oregon Severance Tax, and tax court settlements.
- 1115 Payments in Lieu of Property Taxes – Enterprise Zones School Support Fee.** Amounts collected as a result of House Bill 2009 from the 2023 legislative session which allows local municipalities to include a fee for student support. These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 1120 Local Option Ad Valorem Taxes Levied by District.** Local option taxes levied by a district on the "Tax Gap" valuation of real and assessed property located within the district which, within legal limits, is the final authority in determining the amount to be raised for school purposes. Tax Gap refers to the difference between the Measure 5 tax limit (.005 * Real Market Value) and the Measure 50 Tax Limit (Sum of permanent and gap bond tax rates times Assessed Value). ORS 327.011 identifies Local Options thresholds that if exceeded are considered Local Revenue for the purposes of the State School Fund Formula. Record the excess in source 1110 Taxes.
- 1121 Current Year's Local Option Taxes.** Local option property taxes levied by a district on the assessed value of real property located within the district which, within legal limits, is the final authority in determining the amount to be raised for school purposes.
- 1122 Prior Year's Local Option Taxes.** Local option taxes collected for fiscal periods preceding the current year.

- 1123 Penalties and Interest on Local Option Taxes. Amounts collected as penalties for the payment of local option taxes after the due date, and the interest charged on delinquent local option taxes from the due date to the date of actual payment.
- 1130 Construction Excise Tax.** Amounts collected as a result of Senate Bill 1036 from the 2007 legislative session which allows for a construction excise tax.
- 1190 Penalties and Interest on Taxes.** Amounts collected as penalties for the payment of taxes after the due date, and the interest charged on delinquent taxes from the due date to the date of actual payment. These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 1200 Revenue From Local Governmental Units Other Than Districts.** Revenue from the appropriations of another local governmental unit. The district is not the final authority, within legal limits, in determining the amount of money to be received, and the money is raised by taxes or other means which are not earmarked for school purposes. Payments from publicly owned utilities and local housing authorities are recorded here. (Planned Unit Development PUDs, rural telephone exchanges, etc.)
- 1300 Tuition. Money received from individuals, welfare agencies, private sources, and other districts for education provided in the district. (When tabulating total income from tuition at the federal level, only items 1311, 1321, and 1331 are tabulated.)
- 1310 Regular Day School Tuition. Money received as tuition for students attending the regular day schools in the district, including alternative programs entitled to State School Fund support. Use 1310 when instruction and related services are tied directly to the student.
- 1311 Tuition From Individuals.** Money received from individuals, private sources, or welfare agencies as tuition in regular day schools.
- 1312 Tuition From Other Districts Within the State.** Money received for regular day schools tuition from other districts within the state.
- 1313 Tuition From Other Districts Outside the State.** Money received for regular day schools tuition from districts outside the state.
- 1320 Adult/Continuing Education Tuition.** Money received as tuition for students attending adult/continuing education schools in the district.
- 1321 Tuition From Individuals. Money received from individuals for education provided by the district.
- 1322 Tuition From Other Districts Within the State. Money received from districts for education provided by the district.
- 1323 Tuition From Other Districts Outside the State. Money received from districts for education provided by the district.
- 1324 Tuition/Contract Receipts for Community Services.
- 1330 Summer School Tuition.** Money received as tuition for students attending summer school.
- 1331 Tuition From Individuals.
- 1332 Tuition From Other Districts Within the State.
- 1333 Tuition From Other Districts Outside the State.
- 1400 Transportation Fees. Money received from individuals, private sources, welfare agencies, and other districts for transporting students to and from school and school activities (When tabulating total income from transportation at the federal level, only items 1411 and 1421 are tabulated.).
- 1410 Regular Day School Transportation. Money received for transporting students to and from regular day schools and school activities, including alternative programs entitled to State School Fund support.
- 1411 Transportation Fees From Individuals.**

- 1412 **Transportation Fees From Other Districts Within the State.**
- 1413 **Transportation Fees From Other Districts Outside the State.**
- 1420 **Summer School Transportation.** Money received for transporting students to and from summer school.
 - 1421 Transportation Fees From Individuals.
 - 1422 Transportation Fees From Other Districts Within the State.
 - 1423 Transportation Fees From Other Districts Outside the State.
- 1500 **Earnings on Investments.** Money received as profit from holdings for savings.
 - 1510 Interest on Investments. Interest received on temporary or permanent investment in United States Treasury bills, notes, bonds; savings accounts; time certificates of deposit; notes; mortgages; or other interest-bearing obligations. Arbitrage rebates would be recorded in account 1510.
 - 1530 Gain or Loss on Sale of Investments. Gains or losses realized from the sale of bonds or stocks. Gains represent the excess of the sales proceeds over cost or other basis at date of sale (cost less amortization of premium in the case of long-term bonds purchased at a premium over par value or cost plus accretion of discount on long-term bonds purchased at a discount under par value). Gains realized from sale of U.S. Treasury bills represent interest income and should be credited to account 1510 Interest on Investments. Losses represent the excess of the cost or other basis at date of sale over the sales proceeds.
- 1600 **Food Service.** Revenue for dispensing food to students and adults.
 - 1610 Daily Sales — Reimbursable Programs. Revenue from students for the sale of breakfasts, lunches, and milk which are considered reimbursable by the U.S. Department of Agriculture. Federal reimbursements are not entered here. They should be recorded under code 4500 Restricted Revenue From the Federal Government Through the State.
 - 1611 Breakfast. Money received from students for the sale of reimbursable breakfasts as part of the School Breakfast Program.
 - 1612 Lunch. Money received from students for the sale of reimbursable lunches as part of the National School Lunch Program.
 - 1613 Special Milk Program. Money received for the sale of reimbursable milk as part of the Special Milk Program.
 - 1620 Daily Sales — Non-Reimbursable Program. Money received from students or adults for the sale of non-reimbursable breakfasts, lunches, and milk. This category would include all sales to adults, the second Type A lunch to students, and a la carte sales.
 - 1630 Special Functions. Money received from students, adults or organizations for the sale of food products and services is considered special functions. Some examples would include potlucks, parent-teacher association sponsored functions, and athletic banquets.
- 1700 **Extracurricular Activities.** Revenue from school - sponsored activities.
 - 1710 Admissions. Revenue from patrons of a school - sponsored activity, such as a concert or football game.
 - 1720 Bookstore Sales. Revenue from sales by students or student-sponsored bookstores.
 - 1730 Student Organization Membership Dues and Fees. Revenue from students for memberships in school clubs or organizations.
 - 1740 Fees. Revenue from students for fees, such as locker fees, towel fees, and equipment fees. Transportation fees are recorded under account 1400 Transportation Fees.
 - 1750 Concessions.

- 1760 Club Fundraising.
- 1790 Other Extracurricular. Other revenue from extracurricular activities.
- 1800 Community Services Activities.** Revenue from community services activities operated by a district. For example, revenue received from the operation of a swimming pool as a community service would be recorded here. Multiple accounts may be established within the 1800 series to differentiate various activities.
- 1900 Other Revenue From Local Sources. Other revenue from local sources which are not classified above.
- 1910 Rentals.** Revenue from the rental of either real or personal property owned **by the school.**
- 1920 Contributions, Donations, and General Fundraising From Private Sources.** Money received from a philanthropic foundation, private individuals, or private organizations for which no repayment or special service to the contributor is expected. Separate accounts may be maintained for unrestricted revenue and revenue which is restricted as to uses. General fundraising resources not related to student activities.
- 1930 Rental or Lease Payments from Private Contractors.** Payments received from private contractors for the use of district-owned buses and garages in the operation of the pupil transportation system by the private contractor.
- 1940 Services Provided Other Local Education Agencies.** Revenue from services provided in other districts, other than for tuition and transportation services. These services include: data processing, purchasing, maintenance, cleaning, consulting, and guidance. Intermediate units will use this code in identifying revenue for services provided to districts. Use 1940 when the ESD or district is providing general services to support instruction.
- 1941 Services Provided Other Districts Within the State. Revenue from services to districts within the state.
- 1942 Services Provided Other Districts Outside the State. Revenue from services to districts outside the state.
- 1943 Services Provided Other Charter Schools. Revenue from services to Charter Schools.
- 1950 Textbook Sales and Rentals.** Revenue from the rental or sale of textbooks.
- 1951 Textbook Sales. Revenue from the sale of textbooks.
- 1960 Recovery of Prior Years' Expenditure.** Refund of expenditure made in a prior fiscal year.
- 1970 Services Provided Other Funds.** Services provided other funds, such as printing or data processing. Generally, this account is only used in Internal Service Funds.
- 1980 Fees Charged to Grants.** Indirect administrative charges assessed to grants.
- 1990 Miscellaneous.** Revenue from local sources not provided elsewhere. Record Medicaid Administrative Claiming (MAC) reimbursements, E-Rate, and 1999 SB1149 Energy revenues received here.

2000 REVENUE FROM INTERMEDIATE SOURCES.

- 2100 Unrestricted Revenue. Revenue received as grants by the district can be used for any legal purpose desired by the district without restriction. Separate accounts may be maintained for general source grants-in-aid which are not related to specific revenue sources of the intermediate governmental unit, and for those assigned to specific sources of revenue as appropriate.
- 2101 County School Funds.** Revenue from the apportionment of the resources of the County School Fund, except Federal Forest Fees, which is recorded in account 4801. ORS 328.005 to 328.035. These resources are considered Local Revenue for the purposes of the State School Fund Formula.

- 2102 General Education Service District Funds.** Revenue received by the district that is not referred to in other specific intermediate or other sources from an intermediate agency.
- 2103 Excess ESD Local Revenue.** Local revenue that exceeds what is guaranteed to the ESD through the funding formula (property taxes). These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 2105 Natural Gas, Oil, and Mineral Receipts.**
- 2110 Intermediate 'I' Tax.** Revenue received from city and county income taxes.
 - 2111 Current Year's 'I' Taxes. Income Taxes collected by the city or county for fiscal periods for the current year.
 - 2112 Prior Year's 'I' Taxes. Income Taxes collected by the city or county for fiscal periods preceding the current year.
 - 2113 Penalties and Interest on 'I' Taxes. Amounts collected as penalties for the payment of income taxes after the due date, and the interest charged on delinquent income taxes from the due date to the date of actual payment.
- 2199 Other Intermediate Sources.** Revenue for the Heavy Equipment Rental Tax (HERT) is recorded here.
- 2200 Restricted Revenue.** Revenue received as grants by the district which must be used for a categorical or specific purpose. If such money is not completely used by the district, it must be returned, usually, to the intermediate governmental unit. Separate accounts may be maintained for general source grants-in-aid which are not related to specific revenue sources of the intermediate governmental unit, and for those assigned to specific sources of revenue as appropriate.
- 2800 Revenue in Lieu of Taxes.** Payments made out of general revenues by an intermediate governmental unit to the district in lieu of taxes it would have had to pay had its property or other tax base been subject to taxation by the district on the same basis as privately owned property or other tax base. It would include payments made for privately owned property which is not subject to taxation on the same basis as other privately owned property due to action by the intermediate governmental unit. ORS 530.110. These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 2900 Revenue for/on Behalf of the District.** Payments made by an intermediate governmental jurisdiction for the benefit of the district, or contributions of equipment or supplies. It includes the payment to a pension fund by the intermediate governmental unit on behalf of a district employee for services rendered to the district, and a contribution of fixed assets by an intermediate governmental unit to the district. Separate accounts should be maintained to identify the specific nature of the revenue item.

An offsetting charge would be made to the appropriate expenditure account as if the district had expended the funds itself.

3000 REVENUE FROM STATE SOURCES.

- 3100 Unrestricted Grants-In-Aid. Revenue recorded as grants by the district from state funds which can be used for any legal purpose desired by the district without restriction.
 - 3101 State School Fund—General Support.** ORS 327.006 to 327.013.
 - 3102 State School Fund—School Lunch Match.** That portion of the grant from the State School Fund which is earmarked by the district for the required matching of Section 4 federal school lunch grant received by the district.
 - 3103 Common School Fund.** ORS 327.403. These resources are considered Local Revenue for the purposes of the State School Fund Formula.
 - 3104 State Managed County Timber.** Revenue is in addition to that distributed through the county school fund. ORS 530. These resources are considered Local Revenue for the purposes of the State School Fund Formula.

- 3106 State School Fund-Accrual.** That portion of the State School Fund paid in July and accrued to prior year.
- 3199 Other Unrestricted Grants-in-aid.**
- 3200 Restricted Grants-In-Aid. Revenue recorded as grants by the district from state funds which must be used for a categorical or specific purpose.
 - 3204 Driver Education.**
 - 3222 State School Fund (SSF) Transportation Equipment.** ORS 327.033.
 - 3299 Other Restricted Grants-in-aid.** Use 3299 for restricted grants in aid from the state, e.g. Student Investment Account, High School Success and Lottery Bond dollars.
- 3800 Revenue in Lieu of Taxes.** Payments made out of general revenue by a state to the district in lieu of taxes it would have had to pay had its property or other tax base been subject to the taxation by the district on the same basis as privately owned property or other tax base. It would include payments made for privately owned property which is not subject to taxation on the same basis as other privately owned property due to action by the state. These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 3900 Revenue for/on Behalf of the District.** Payment made by a state for the benefit of the district, or contributions of equipment or supplies. It includes the payment of a pension fund by the state on behalf of a district employee for services rendered to the district, and a contribution of fixed assets by a state unit to the district. Separate accounts may be maintained to identify the specific nature of the revenue item.

An offsetting charge would be made to the appropriate expenditure account as if the district had expended the funds itself.

4000 REVENUE FROM FEDERAL SOURCES.

- 4100 Unrestricted Revenue Direct From the Federal Government.** Revenue direct from the federal government as grants to the district which can be used for any legal purpose desired by the district without restriction. Separate sub-accounts may be maintained to segregate grants for different purposes. Example: Revenue from federal Wildlife Refuge is recorded here.
- 4200 Unrestricted Revenue From the Federal Government Through the State.** Revenues from the federal government through the state as grants which can be used for any legal purpose desired by the district without restriction. Separate sub-accounts may be maintained to segregate grants for different purposes.
 - 4201 Transportation Fees for Foster Children**
 - 4202 Medicaid Reimbursement for Eligible K-12 Expenses (Ages Five to Twenty-One)**
Revenue received from the Oregon Health Authority (OHA) for Medicaid reimbursement for services pursuant to an Individualized Education Program (IEP).
- 4300 Restricted Revenue Direct From the Federal Government.** Revenues direct from the federal government as grants to the district which must be used for a categorical or specific purpose. If such money is not completely used by the district, it usually is returned to the governmental unit. Separate sub-accounts may be maintained to segregate grants for different purposes.
- 4500 Restricted Revenue From the Federal Government Through the State.** Revenues from the federal government through the state as grants to the district which must be used for a categorical or specific purpose. If such money is not completely used by the district, it usually is returned to the government unit. Separate sub-accounts may be maintained to segregate grants for different purposes. Examples of revenues to be recorded here are: Elementary and Secondary Education Act (ESEA) Programs, Vocational Programs, Child Nutrition and School Nutrition Programs, Title I, Bilingual ELL, Vocational Education, IDEA 2004 (PL 108-446) Adult Education.

- 4501 Medicaid Reimbursement for Eligible Early Intervention (EI) Services (Birth to Age Three)** Revenue received from the Oregon Health Authority (OHA) for Medicaid reimbursement for EI services provided pursuant to an Individualized Family Service Plan (IFSP).
- 4502 Medicaid Reimbursement for Eligible Early Childhood Special Education (ECSE) Services (Ages Three to Five)** Revenue received from the Oregon Health Authority (OHA) for Medicaid reimbursement for ECSE services provided pursuant to an Individualized Family Service Plan (IFSP).
- 4700 Grants-In-Aid From the Federal Government Through Other Intermediate Agencies.** Revenues from the federal government through an intermediate agency.
- 4800 Revenue in Lieu of Taxes.** Payments made out of general revenues by the federal government unit to the district in lieu of taxes it would have had to pay had its property or other tax base been subject to taxation by the district on the same basis as privately owned property or other tax base. It would include payment made for privately owned property which is not subject to taxation on the same basis as other privately owned property due to action by the federal government unit.
 - 4801 Federal Forest Fees.** ORS 294.060.
 - 4802 Impact Aid to School Districts for Operation (PL 874).**
 - 4803 Coos Bay Wagon Road Funds.** These resources are considered Local Revenue for the purposes of the State School Fund Formula.
 - 4899 Other Revenue in Lieu of Taxes.** These resources are considered Local Revenue for the purposes of the State School Fund Formula.
- 4900 Revenue for/on Behalf of the District.** Payments made by the federal government for the benefit of the district, or contributions of equipment or supplies. It includes a contribution of fixed assets by a federal governmental unit to the district and foods donated by the federal government to the district. Separate accounts should be maintained to identify the specific nature of the revenue item.

An offsetting charge would be made to the appropriate expenditure account as if the district had expended the funds itself.

5000 OTHER SOURCES.

- 5100 Long-Term Debt Financing Sources.** The principal portion from the sale of bonds.
 - 5110 Bond Proceeds. Receipts of proceeds from the sale of bonds.
 - 5120 Bond Premium.
 - 5130 Accrued Interest. Revenue from accrued interest from the sale of bonds.
 - 5140 Mortgage Receipts.
 - 5150 Loan Receipts.
 - 5160 Lease Purchase Receipts.
- 5200 Interfund Transfers.** Revenue earned or received from another fund which will not be repaid.
- 5300 Sale of/or Compensation for Loss of Fixed Assets.** Revenue from the sale of school property or compensation for the sale or loss of fixed assets.
- 5400 Resources—Beginning Fund Balance.**

Expenditure Functions

Function describes the type of activity that is carried out. The five major functional areas are:

- 1000—Instruction,
- 2000—Support Services,
- 3000—Enterprise and Community Services,
- 4000— Facilities Acquisition and Construction, and
- 5000—Other Uses.

The four-digit function codes are sub-functions to provide program and service area information. Functions and sub-functions consist of activities which have similar general operational objectives.

1000 INSTRUCTION.

Activities dealing directly with the teaching of students, or the interaction between teacher and students. Teaching may be provided for students in a school classroom, in another location, such as a home or hospital, or in other learning situations, such as those involving co-curricular activities. It may also be provided through some other approved medium, such as computer instruction applications, television, radio, telephone, and correspondence. Included here are the activities of instructional assistants of any type that assist in the instructional process. Expenditures for teachers' travel within the district in connection with teaching assignments are considered costs of instruction.

- 1100 Regular Programs. Instructional activities designed primarily to prepare students for activities as citizens, family members, and workers, as contrasted with programs designed to improve or overcome physical, mental, social, and/or emotional handicaps. Regular programs include: Elementary, K-5 or K-6; Middle or Junior High; High School; and Pre-kindergarten. Districts should charge classroom expenditures according to the definitions as long as the allocation of costs can be reasonably determined or estimated.
 - 1111 **Elementary, K-5 or K-6.** Learning experiences concerned with knowledge, skills, appreciation, attitudes, and behavioral characteristics considered to be needed by all students in terms of their awareness of life within our culture and the world of work and which normally may be achieved during the elementary school years.
 - 1113 **Elementary Extracurricular.** School-sponsored activities, under the guidance and supervision of district staff, are designed to provide students with experiences, such as motivation, enjoyment, and improvement of skills. Extracurricular activities normally supplement the regular instructional program.
 - 1121 **Middle/Junior High Programs.** Learning experiences concerned with knowledge, skills, appreciation, attitudes, and behavioral characteristics considered to be needed by all students in terms of understanding themselves, their relationships with society, and various career clusters; which normally may be achieved during the middle and/or junior high school years. Area of responsibility codes are required with this function.
 - 1122 **Middle/Junior High School Extracurricular.** School-sponsored activities, under the guidance and supervision of district staff, are designed to provide students with experiences, such as motivation, enjoyment, and improvement of skills. Extracurricular activities normally supplement the regular instructional program and include such activities as athletics, band, chorus, choir, speech, and debate. Also included are student-financed and managed activities.
 - 1131 **High School Programs.** Learning experiences concerned with knowledge, skills, appreciation, attitudes, and behavioral characteristics are considered to be needed by all students as they achieve graduation requirements. Area of responsibility codes are required with this function.

- 1132 High School Extracurricular.** School-sponsored activities, under the guidance and supervision of district staff, are designed to provide students with experiences, such as motivation, enjoyment, and improvement of skills. Extracurricular activities normally supplement the regular instructional program and include such activities as athletics, band, chorus, choir speech, and debate. Also included are student-financed and managed activities.
- 1140 Pre-kindergarten Programs.** Educational programs that are designed for the education and training of children, who are enrolled in prekindergarten programs.
- 1200 Special Programs. Instructional activities designed primarily to deal with students having special needs. The Special Program Service Area includes: (1) talented and gifted, (2) children with disabilities, (3) disadvantaged children, and (4) special programs for other student populations.
- 1210 Programs for the Talented and Gifted.** Special learning experiences for students identified as gifted or talented.
- 1220 Restrictive Programs for Students with Disabilities.** Special learning experiences for students with disabilities who spend ½ or more of their time in a restricted setting. These learning experiences include but are not limited to such areas as Structured and Intensive Learning Centers, Developmental Kindergarten, Community Transition Centers, Life Skills with Nursing, Out of District programs, Home Instruction, Extended School Year programs, Diagnostic Classrooms, and Functional Living Skills.
- 1221 Learning Centers – Structured and Intensive.
- 1222 Developmental Kindergarten.
- 1223 Community Transition Centers.
- 1224 Life Skills with Nursing.
- 1225 Out of District Programs.
- 1226 Home Instruction.
- 1227 Extended School Year Programs. As defined in OAR 581-015- 2065(7).
- 1228 Diagnostic Classrooms.
- 1229 Other.
- 1250 Less Restrictive Programs for Students with Disabilities.** Special learning experiences for students with disabilities outside the regular classroom. These learning experiences include but are not limited to such areas as Resource Rooms where students with disabilities go during certain periods of the school day to receive remedial instruction in specific subject areas or other remedial activities. All special education expenditures, including 1250, need to be reported to the state at the school level.
- 1260 Treatment and Habilitation.** Services designed to address a child’s developmental deficits in sensory, motor, communication, self-help, and socialization areas. May be used for birth to 5 (pre-K) special education. Do not use area code 340 Early Intervening Services.
- 1270 Educationally Disadvantaged. Instructional activities designed for students who are disadvantaged due to socioeconomic status or other circumstances that can affect their ability to learn.

- 1271 Remediation.** Instructional activities designed to improve the achievement of regular education students who are not meeting state performance standards. Activities take place outside regular class time; e.g., after school, Saturday School, and Summer School. 1271 includes programs outside the regular classroom (i.e., pull-out programs) in addition to those outside the regular school day. Also, use function 1271 for Summer School remedial classes specifically designed to improve student performance to meet state standards. Also use for instructional expenses related to historically underserved students. Area of responsibility codes are required with this function.
- 1272 Title IA/D.** Record Title IA/D instructional activities here.
- 1280 Alternative Education.** Learning experiences for students who are at risk of dropping out of school; who are not succeeding in a regular classroom setting; or who may be more successful in a non-traditional setting. Includes instructional programs operated to meet the needs of at-risk youth and students who have dropped out of school. Also includes enrichment programs for talented and gifted students provided in an alternative setting, such as university coursework. Online curriculums would be coded here.
- 1281 Public Alternative Programs. Alternative learning experiences provided by other public agencies, including community colleges, other school districts, education service districts, etc.
- 1282 Private Alternative Programs. Alternative learning experiences provided by private contractors.
- 1283 -1287 District Alternative Programs. Alternative learning experiences provided by the school district.
- 1288 Charter Schools. Expenditures related to an Oregon public charter school.
- 1289 Other Alternative Programs. Other alternative learning experiences that cannot be classified above.
- 1290 Designated Programs. Special learning experiences for other students with special needs; i.e., English Language Learner students, teen parents, and migrant education.
- 1291 English Language Learner (ELL) – As per ORS 336.079, instructional activities for ELL students used in acquisition of the English language. Pro-rate duties as applicable.** (For additional guidance, see Appendix E Guidelines for ELL and Non-ELL Related Expenditures.)
- 1292 Teen Parent Programs.** Instructional programs designed to accommodate the needs of teen parents.
- 1293 Migrant Education.** Instructional programs designed to meet the needs of migrant students.
- 1294 Youth Corrections Education.** Instructional programs delivered to youth in detention.
- 1295 English Language Learner (ELL) – Instructional Activities not related to ORS 336.079 for ELL students used in acquisition of the English language. Pro-rate duties as applicable.** (For additional guidance, see Appendix E Guidelines for ELL and Non-ELL Related Expenditures.)
- 1299 Other Programs.** Do not use 1299 for children with Individualized Education Programs (IEP).

1300 Adult/Continuing Education Programs. Learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives of adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities. Programs include activities to: foster the development of fundamental tools of learning, prepare students for a post-secondary career, prepare students for post-secondary education programs, upgrade occupational competence, prepare students for a new or different career, develop skills and appreciation for special interest, or enrich the aesthetic qualities of life.

1400 Summer School Programs. Instructional activities as defined under 1100 Regular Programs carried on during the period between the end of the regular school term and the beginning of the next regular school term; this does not include the summer term of a 12-month school year. Use function 1271 Remediation for summer school remedial classes designed to improve student performance to meet state standards. Do not use this number for 1227 Extended School Year (ESY) Programs. Alternative programs that run through the summer are alternative programs, not summer school.

1410 Elementary. Instructional activities as defined under 1100 Regular Programs, Elementary, K-5 or K-6 (Effective 7/1/2011), carried on during the period between the end of the regular school term and the beginning of the next regular school term.

1420 Middle/Junior High. Instructional activities as defined under 1100 Regular Programs, 1121 Middle/Junior High School Programs, carried on during the period between the end of the regular school term and the beginning of the next regular school term.

1430 High School. Instructional activities as defined under 1100 Regular Programs, 1131 High School Programs, carried on during the period between the end of the regular school term and the beginning of the next regular school term.

1460 Special Programs, Summer School. Instructional activities as defined under 1100 Regular Programs, 1200 Special Programs, carried on during the period between the end of the regular school term and the beginning of the next regular school term.

1490 Other Summer School Programs. Other summer school programs which cannot be defined above.

2000 SUPPORT SERVICES.

Support services are those services which provide administrative, technical, personal (e.g., guidance and health), and logistical support to facilitate and enhance instruction. Support services exist to sustain and enhance instruction and would not otherwise exist if not for instructional programs.

2100 Support Services—Students. Activities which are designed to assess and improve the well-being of students and/or supplement the teaching process.

2110 Attendance and Social Work Services. Activities which are designed to improve student attendance at school, which attempt to prevent or solve students' problems involving the home, the school, and/or the community. Use for administrative services for Home Schooling as well as drug and alcohol programs.

2111 Service Area Direction. Activities associated with directing and managing attendance and social work services.

2112 Attendance Services. Activities, such as prompt identification of attendance patterns, promotion of positive attendance attitudes, response to attendance problems and enforcement of compulsory attendance laws.

2113 Social Work Services. Activities, such as: investigating and diagnosing student problems, casework and group work for students and parents, interpretation of student problems for other staff members, and advocacy for change in circumstances surrounding the individual student which are related to the student's school problem(s).

- 2114 Student Accounting Services. Activities of maintaining a database of records related to school attendance, family, and other census data. Data is used by teachers and guidance staff.
- 2115 Student Safety. Activities associated with campus monitors, school police, crossing guards, and other direct expenses associated with services intended to enhance student, campus, and vicinity safety. Expenses associated with the security of buildings, grounds, and equipment should continue to be accounted for in the 2546 function code.
- 2117 Identification and Recruitment of Migrant Children. Including the Migrant Student Record Transfer System.
- 2119 Other Attendance and Social Work Services. Attendance and social work services other than those described above.
- 2120 Guidance Services.** Those activities of counseling students and parents providing consultation with other staff members on learning problems, assisting students in personal and social development, assessing the abilities of students, assisting students as they make their own educational and career plans as well as choices, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students. Use this function for school to work services, e.g., job placement, referral, career counseling.
- 2121 Service Area Direction. Activities associated with directing and managing guidance services.
- 2122 Counseling Services. Activities centered upon all student relationships for the purpose of assisting students: to understand their educational, personal, and occupational strengths and limitations; to relate their abilities and aptitudes to educational and career opportunities; to utilize their abilities in formulating realistic plans; and to achieve satisfying personal and social development.
- 2123 Appraisal Services. Activities which assess student characteristics to be used in administration, instruction, and guidance to assist the student in assessing his/her purposes and progress in personality and career development.
- 2124 Information Services. Activities for disseminating educational, occupational, and personal social information to help acquaint students with the curriculum, educational and vocational opportunities, and requirements. Such information might be provided directly to students through activities, such as group or individual guidance, or it might be provided indirectly to students, through staff members or parents.
- 2126 Placement Services. Activities organized to: (1) help place students in appropriate educational situations and/or in appropriate part-time employment while they are in school, and in appropriate educational and occupational situations after they leave school; and (2) help students make the transition from one educational or occupational experience to another. This may include admissions counseling, referral services, assistance with records, and follow-up communications with employers.
- 2129 Other Guidance Services. Other guidance services which cannot be classified above.
- 2130 Health Services.** Physical and mental health services which are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nursing services.
- 2131 Service Area Direction. Activities associated with directing and managing health services.
- 2132 Medical Services. Activities concerned with the physical and mental health of students, such as health appraisal, including: screening for vision, communicable diseases, and hearing deficiencies; screening for psychiatric services; periodic health examinations; emergency injury and illness care; and communications with parents and medical officials. Premiums for student health insurance are recorded here.

- 2133 Dental Services. Those activities associated with dental screening, dental care, and orthodontic activities.
- 2134 Nurse Services. Those nursing activities which are not instruction, such as health inspection, treatment of minor injuries, and referrals for other health services.
- 2139 Other Health Services. Other health services not classified above.
- 2140 Psychological Services.** Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests; behavioral evaluation and planning; and managing a program of psychological services, including psychological counseling for students, staff and parents as well as student evaluations.
- 2141 Service Area Direction. Activities associated with directing and managing psychological services.
- 2142 Psychological Testing Services. Activities concerned with administering psychological tests; standardized tests; and inventory assessment of ability, aptitude, achievement, interests, and personality, and the interpretation of these measures for students, school personnel, and parents.
- 2143 Psychological Counseling Services. Activities which take place between a school psychologist or counselor and students and their parents in which the students are helped to receive, clarify, solve, and resolve problems of adjustment and interpersonal relationships.
- 2144 Psychotherapy Services. Activities which provide a therapeutic relationship between a qualified mental health professional and one or more students in which the students are helped to perceive, clarify, solve, and resolve emotional problems or disorders.
- 2148 Other Psychological Services. Other activities associated with psychological services not classified above.
- 2150 Speech Pathology and Audiology Services.** Activities which have as their purpose the identification, assessment, and treatment of students with impairments in speech, hearing, and language.
- 2151 Service Area Direction. Activities associated with directing and managing speech pathology and audiology services.
- 2152 Speech Pathology Services. Activities organized for the identification of students with speech and language disorders: diagnosis and appraisal of specific speech and language disorders; referral for medical or other professional attention necessary to the habilitation of speech and language disorders; provision of required speech habilitation services; and counseling/guidance of students with speech and language disorders, their parents, and teachers, as appropriate.
- 2153 Audiology Services. Activities organized for the identification of students with hearing loss; determination of the range, nature, and degree of hearing function; referral for medical or other professional attention as appropriate to the habilitation of hearing; language habilitation; auditory training, speech reading (lip-reading), and speech conservation, as necessary; creation and administration of programs of hearing conservation; and counseling/guidance of students with hearing loss, their parents, and teachers, as appropriate.
- 2159 Other Speech Pathology and Audiology Services. Other activities associated with speech pathology and audiology services not classified above.
- 2160 Other Student Treatment Services.** Activities associated with providing services, such as occupational therapy, physical therapy, adaptive physical education, etc.

- 2190 Service Direction, Student Support Services.** Activities concerned with direction and management of student support services e.g., special education, ELL, and at-risk programs. Expenditures for the Special Education Director for the district should be recorded here.
- 2200 Support Services—Instructional Staff. Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.
- 2210 Improvement of Instruction Services.** Activities designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students.
- 2211 Service Area Direction. Activities associated with directing and managing the improvement of instruction services. The District’s Director of Instruction should be charged here.
- 2213 Curriculum Development. Activities designed to aid teachers in developing, preparing, and utilizing curriculum materials.
- 2219 Other Improvement of Instruction Services. Activities for improving instruction other than those classified above.
- 2220 Educational Media Services.** Activities concerned with the use of all teaching and learning resources, including hardware, software, print and non-print content materials, online, and other distance learning resources. Educational media are defined as any device, content material, method, or experience used for teaching and learning purposes. Use 2220 for computer repair if related to instruction and for learning resources that support professional technical education.
- 2221 Service Area Direction. Activities concerned with directing and managing educational media services.
- 2222 Library/Media Center. Activities, such as selecting, acquiring, preparing, cataloging, and circulating print and non-print materials as well as networking with other entities to offer a wide array of these materials to students and staff. Also included are services to instructional staff related to the use of the media center materials and instruction of students in the use of media center materials and equipment.
- 2223 Multimedia Services. Activities, such as selecting, preparing, maintaining, and circulating to instructional and administrative staff all multimedia equipment and materials.
- 2224 Educational Television Services. Activities concerned with planning, programming, writing, presenting, and receiving educational programs or segments of programs via closed circuit or broadcast television.
- 2229 Other Educational Media Services. Educational media services other than those classified above.
- 2230 Assessment and Testing.** Activities to measure individual student achievement. Information obtained is generally used to monitor individual and group progress in reaching district and state learning goals and requirements.
- 2240 Instructional Staff Development.** Activities specifically designed for instructional staff (including instructional assistants) to assist in preparing and utilizing special/new curriculum materials, understanding and utilizing best teaching practices, and any other activity designed to improve teacher performance. All staff development costs for non-instructional staff should be charged to their function. Use this function for staff development that is instructionally related.
- 2300 Support Services—General Administration. Activities concerned with establishing and administering policy in connection with operating the district.
- 2310 Board of Education Services.** Activities of the legally elected or appointed body vested with responsibilities for educational planning and policy making. Use this function to record legal services.

- 2320 Executive Administration Services.** Activities associated with the overall general administrative or executive responsibility for the entire district.
- 2321 Office of the Superintendent Services. Activities performed by the superintendent and such assistants as deputy, associate, and assistant superintendents, in the general direction and management of all affairs of the district. This function area includes all personnel and materials in the office of the chief executive officer.
- Activities of the deputy, associate and/or assistant superintendents should be recorded here.
- 2324 State and Federal Relations Services. Activities concerned with developing and maintaining good relationships with state and federal officials.
- 2329 Other Executive Administration Services. Other general administrative services which cannot be recorded under the preceding functions.
- 2400 School Administration. Activities concerned with area wide supervisory responsibility. This function could include directors of districtwide instructional programs that have administrative responsibilities.
- 2410 Office of the Principal Services.** Activities concerned with directing and managing the operation of a particular school or schools. Included are the activities performed by the principal, assistant principals, and other assistants in general supervision of all operations of the school: evaluation of the staff members of the school, assignment of duties to staff members, supervision and maintenance of the school records, and coordination of school instructional activities with instructional activities of the district. Expenditures for activities related to the coordination of student activities shall also be classified under this account. Clerical staff for these activities are included.
- 2490 Other Support Services—School Administration.** Other school administration services which cannot be recorded under the preceding functions.
- 2500 Support Services—Business. Activities concerned with purchasing, paying, transporting, exchanging, and maintaining goods and services for the district. Included are the fiscal, operation and maintenance, and internal services for operating all schools.
- 2510 Direction of Business Support Services.** Activities concerned with directing and managing the business support services as a group.
- 2520 Fiscal Services.** Activities concerned with the fiscal operations of the district. This program area includes budgeting, receiving and disbursing, financial accounting, payroll, inventory control, and internal auditing.
- 2521 Service Area Direction. Activities of directing and managing fiscal services which includes the activities of the assistant superintendent, director, or business manager in directing and managing fiscal activities including debt management.
- 2522 Budgeting Services. Activities concerned with supervising budget planning, formulation, control, and analysis.
- 2523 Receiving and Disbursing Funds Services. Activities concerned with properly receiving and paying money for the district.
- 2524 Payroll Services. Activities concerned with paying periodic salaries and wages to employees for services rendered; paying related payroll taxes, assessments, and withholdings; and filing all required reports.
- 2525 Financial Accounting Services. Activities concerned with maintaining records of the financial operations and transactions of the district which include activities, such as accounting as well as interpreting financial transactions and account records.

- 2526 Internal Auditing Services. Activities concerned with verifying the account records which include evaluating the adequacy of the internal control system, verifying and safeguarding assets, reviewing the reliability of the accounting and reporting systems, and ascertaining compliance with established policies and procedures.
- 2527 Property Accounting Services. Activities concerned with preparing and maintaining current inventory records of land, buildings, and movable equipment. These records are to be used in equipment control and facilities planning.
- 2528 Risk Management Services. Activities involving the systematic identification and evaluation of exposure to loss within the district and selection of the most appropriate method for managing those exposures. Includes activities, such as insurance program administration and loss prevention.
- 2529 Other Fiscal Services. Fiscal services which cannot be classified under the preceding functions. Including unemployment.
- 2540 Operation and Maintenance of Plant Services.** Activities concerned with keeping the physical plant open, comfortable, and safe for use; and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. Activities which maintain safety in buildings, equipment, and grounds are included.
- 2541 Service Area Direction. Activities of directing and managing the operation and maintenance of the school plant facilities.
- 2542 Care and Upkeep of Buildings Services. Activities concerned with keeping a physical plant clean and ready for daily use. Included are: operating the heating, lighting, and ventilating systems; and rental and lease of buildings.
- 2543 Care and Upkeep of Grounds Services. Activities concerned with maintaining land and its improvements (other than buildings) in good condition.
- 2544 Maintenance. Expenditures for activities concerned with maintenance of the total district's physical plant, including repair and replacement of facilities and equipment.
- 2546 Security Services. Activities concerned with maintaining security and safety of school property.
- 2549 Other Operation and Maintenance of Plant Services. Operation and maintenance of plant activities which cannot be classified under the preceding functions.
- 2550 Student Transportation Services.** Activities concerned with the transportation of students between home and school, as provided by state law, including trips to school activities. Area code 320 Special Education must be used with 2550 functions to designate special education costs. Charge insurance costs related to transportation to this function, including property and liability. Costs related to 2560 Alternative Transportation should not be coded here.
- 2551 Service Area Direction. Activities pertaining to directing and managing student transportation services.
- 2552 Vehicle Operation Services. Activities concerned with operating vehicles for student transportation. Driving of buses or other student transportation vehicles and liability insurance on student transportation vehicles is included.
- 2558 Special Education Transportation Services. Activities concerned with providing transportation to special education students. Driving buses, providing attendant services, fuel, supplies, and equipment on dedicated special education routes are included here. Insurance costs should be allocated between regular and special education transportation. Use area code 320 Special Education for maintenance of effort purposes. Optional—for district use.

- 2559 Other Student Transportation Services. Student transportation services which cannot be classified under the preceding functions.
- 2560 Alternative Transportation (2023 HB 3014).** Activities concerned with alternative transportation costs, including active transportation (walking, bicycling, and other human-powered means) for students who reside within three miles of their school and/or public transportation. These expenses may be reimbursable per House Bill 3014 from the 2023 legislative session only if they are approved in a waiver and/or supplemental plan by the State Board of Education. Supplemental plans and waivers must be reauthorized every two years.
- 2570 Internal Services.** Activities concerned with buying, storing, and distributing supplies, furniture, and equipment; and those activities concerned with duplicating and printing for the district.
- 2571 Service Area Direction. Activities of directing and managing internal services.
- 2572 Purchasing Services. Activities of purchasing supplies, furniture, equipment, and materials, used in school or district operation.
- 2573 Warehousing and Distributing Services. The operation of the system wide activities of receiving, storing, and distributing: supplies, furniture, equipment, materials, and mail. This program includes the pickup and transporting of cash from school facilities to the central administrative office or bank, for control and/or deposit in addition to other courier services.
- 2574 Printing, Publishing, and Duplicating Services. Activities of printing and publishing administrative publications, such as annual reports, school directories, and manuals. Providing centralized services for duplicating school materials and instruments, such as school bulletins, newsletters, and notices are also included.
- 2579 Other Internal Services. Other internal services which cannot be classified under the preceding functions.
- 2600 Support Services—Central Activities. Other than general administration, which supports each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, statistical, and data processing services.
- 2610 Direction of Central Support Services.** Activities concerned with directing and managing the central support services as a group.
- 2620 Planning, Research, Development, Evaluation Services, Grant Writing, and Statistical Services.** Activities, on a system wide basis, associated with conducting and managing programs of planning, research, development, evaluation, and grant writing for a district.
- 2621 Service Area Direction. Activities associated with directing and managing the planning, research, development, and evaluation service area.
- 2622 Development Services. Activities concerned with the evolving process of utilizing the products of research and considered judgment for the deliberate improvement of educational programs.
- 2623 Evaluation Services. Activities concerned with ascertaining or judging the value of an action or an outcome of an action by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established.
- 2624 Planning Services. Activities concerned with the selection or identification of the overall long-range goals, priorities, and objectives of an organization or program; and the formulation of various courses of action in terms of identification of needs; and the relative costs and benefits for the purpose of deciding which courses of action are to be followed in striving to achieve those goals, priorities, and objectives.
- 2625 Research Services. Activities concerned with the systematic study and investigation of the various aspects of education undertaken to establish facts and principles.

- 2626 Grant Writing. Activities concerned with seeking, writing, and submitting grants for the district.
- 2627 Statistical Services. Activities concerned with relating and describing statistical information.
- 2628 Fundraising/Resource Development. Costs specifically incurred related to activities for raising new resources not related to specific student activities. Fundraising activity cost by student groups should be coded to their co-curricular function.
- 2629 Other Planning, Research, Development, and Evaluation Services. Other services of this nature not described above.
- 2630 Information Services.** Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers, or to the general public through direct mailing, the various news media, or personal contact.
- 2631 Service Area Direction. Activities of directing and managing information services.
- 2632 Internal Information Services. Activities concerned with writing, editing, and providing administrative information to students and staff.
- 2633 Public Information Services. Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to the public through various news media or personal contact.
- 2634 Management Information Services. Activities concerned with writing, editing, and other preparation necessary to disseminate to management information about the operation of the district; and about the community, state, and nation, in order to make logical decisions.
- 2639 Other Information Services. Activities concerned with information services not classified above.
- 2640 Staff Services.** Activities concerned with maintaining an efficient staff for the district including such activities as recruiting and placement, staff transfers, health services, and staff accounting. Record costs of fingerprinting employees under this function.
- 2641 Service Area Direction. Activities of directing and managing staff services.
- 2642 Recruitment and Placement Services. Activities concerned with employment and assigning personnel for the district.
- 2643 Staff Accounting Services. Services rendered in connection with the systematic recording and summarizing of information relating to staff members employed by the district.
- 2645 Health Services. Activities concerned with medical, dental, and nursing services provided for district employees. Included are physical examinations, referrals, and emergency care.
- 2649 Other Staff Services. Staff services which cannot be classified under the preceding functions.
- 2660 Technology Services.** Activities concerned with all aspects of technology, which include computing and data processing services, such as networking and telecommunications costs, such as telephones. Use for major administrative technology expenditures as well as repair of administrative technology, central networking.
- 2661 Service Area Direction. Activities concerned with directing and managing technology services.

- 2662 Systems Analysis Services. Activities concerned with the search for and an evaluation of alternatives which are relevant to defined objectives, based on judgment and, wherever possible, on quantitative methods. Where applicable, these activities pertain to the development of technological procedures or application to electronic technology equipment.
- 2663 Programming Services. Activities concerned with the preparation of a logical sequence of operations to be performed either manually or electronically, in solving problems or processing data, as well as the preparation of coded instructions and data for such sequences.
- 2664 Operations Services. Activities concerned with scheduling, maintaining, and producing data. These activities include operating business machines and data processing machines.
- 2669 Other Technology Services. Activities concerned with technology which are not described above. Including telephone, T1 lines, and fractional leased lines.
- 2670 Records Management Services.** Activities concerned with retention and disposal of district records.
- 2680 Interpretation and Translation Services.** Use for language and interpretation services not related to the acquisition of the English language. (For additional guidance, see Appendix E Guidelines for ELL and Non-ELL Related Expenditures.)
- 2690 Other Support Services — Central.** Central Services not classified above.
- 2700 Supplemental Retirement Program.** Costs associated with a supplemental retirement program provided to both current and prior employees by the district.

3000 ENTERPRISE AND COMMUNITY SERVICES.

Activities concerned with operations that are financed and operated in a manner similar to private business enterprises, where the stated intent is that the costs of providing goods and services to the students or general public are financed or recovered primarily through user charges and community programs.

- 3100 Food Services.** Activities concerned with providing food to students and staff in a school or district. This service area includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities, and the delivery of food.
 - 3110 Service Area Direction. Activities of directing and managing food services.
 - 3120 Food Preparation and Dispensing Services. Activities concerned with preparing and serving regular and incidental meals, lunches, or snacks to students and staff in a school or district which include: operating kitchen equipment, preparing food, cooking, serving food, cleaning dishes, storing dishes, and kitchen equipment.
 - 3130 Food Delivery Services. Activities concerned with delivering food to the school or district.
 - 3190 Other Food Services. Food services activities which cannot be classified under the preceding functions.
- 3200 Other Enterprise Services.** Activities concerned with other Enterprise Services
- 3300 Community Services.** Activities which are not directly related to the provision of education for pupils in a district. These include services, such as community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities provided by the district for the community as a whole or in part. Additionally, this function is used to record college scholarship payments. Also use for non-instructional expenses related to historically underserved students.

- 3310 Direction of Community Services Activities. Activities concerned with directing and managing community services activities.
 - 3320 Community Recreation Services. Activities concerned with providing recreation for the community as a whole, or for some segment of the community. Included are such staff activities as organizing and supervising: playgrounds, swimming pools, and other recreation programs, for the community.
 - 3330 Civic Services. Activities concerned with providing services to civic affairs or organizations. This program area includes services to: parent-teacher association meetings, public forums, lectures, and civil defense planning.
 - 3340 Public Library Services. Activities pertaining to the operating of public libraries by a district, or the provision of library services to the general public through the school library. Included are such activities as budgeting and planning the library's collection in relation to the community and informing the community of public library resources and services.
 - 3360 Welfare Activities Services. Activities pertaining to the provision of personal needs of individuals who have been designated as needy by an appropriate governmental entity. These needs include stipends for school attendance, salaries paid to pupils for work performed whether for the district or for an outside concern, and for clothing, food or other personal needs.
 - 3370 Nonpublic School Students Services. Services to students attending a school established by an agency other than the state, subdivision of the state, or the federal government, which usually is supported primarily by other than public funds. The services consist of such activities as those involved in providing instructional services, attendance and social work services, health services, and transportation services for nonpublic school students. Statutory requirements in individual states may require construction of sub-functions for these and other functions and sub- functions related to expenditures for nonpublic school students. Special accounting provisions may be required for the transfer of these expenditures from corresponding functional accounts for services provided to public school students.
 - 3390 Other Community Services. Services provided the community which cannot be classified above. College scholarship expenditures are recorded here.
- 3500 Custody and Care of Children Services.** Activities pertaining to the provisions of programs for the custodial care of children in residential day schools, or childcare centers which are not part of, or directly related to, the instructional program, and where the attendance of the children is not included in the attendance figures for the district.

4000 FACILITIES ACQUISITION AND CONSTRUCTION.

Activities concerned with the acquisition of land and buildings, major remodeling and construction of buildings and major additions to buildings, initial installation or extension of service systems and other built-in equipment, and major improvements to sites. Major capital expenditures, which are defined as capital expenditures that are eligible for general obligation bonding, are recorded here. Maintenance and upkeep of buildings are charged to 2540 Operation and Maintenance of Plant Services.

- 4110 Service Area Direction.** Activities pertaining to directing and managing facilities acquisition and construction services.
- 4120 Site Acquisition and Development Services.** Activities pertaining to the initial acquisition of sites and improvements thereon.
- 4150 Building Acquisition, Construction, and Improvement Services.** Activities concerned with building acquisition through purchase or construction and building improvements. Initial installation or extension of service systems, other built-in equipment and building additions are included.
- 4180 Other Capital Items.** Activities concerned with major capital expenditures that are eligible for general obligation bonding, such as textbooks and technology.

- 4190 Other Facilities Construction Services.** Facilities construction activities which cannot be classified above.

5000 OTHER USES.

Activities included in this category are servicing the debt of a district, conduit-type transfers from one fund to another fund and apportionment of funds by ESD.

Note: Debt Service (5100) must be appropriated separately, and Transfers of Funds (5200) must be appropriated separately to comply with local budget law under ORS 294.456.

- 5100 Debt Service.** The servicing of the debt of a district. Categories of debt service are listed under objects.
 - 5110 Long-Term Debt Service. Expenditures for debt retirement exceeding twelve months.
 - 5120 Short-Term Debt Retirement. Expenditures for debt retirement paid in full within the fiscal year.
- 5200 Transfers of Funds.** These are transactions which withdraw money from one fund and place it in another without recourse. Unless state law prohibits, revenues should be allocated between funds when received and recorded in the funds to which they belong, rather than placing them in the 100 General Fund and later transferring them. (These are not counted in local district totals of expenditures.) Interfund loans are not recorded here but are handled through the balance sheet accounts.
- 5300 Apportionment of Funds by ESD or LEA.** Apportionment of equalization funds and distribution of other funds by the educational service districts (flow-through dollars from ESDs to districts or other ESDs) or from an LEA acting as the fiscal agent for a grant distributed to other districts or other agencies.
- 5400 PERS UAL Bond Lump Sum Payment to PERS.** The one-time lump sum payment made to PERS following the issuance of a PERS unfunded accrued liability (UAL) Bond.

6000 CONTINGENCIES (FOR BUDGET ONLY).

Expenditures which cannot be foreseen and planned in the budget process because of an occurrence of an unusual or extraordinary event. Use with object 810 Planned Reserve only.

- 6110 Operating Contingency. Budgeted amount to be transferred by school board resolution to the proper expenditure code.

7000 UNAPPROPRIATED ENDING FUND BALANCE.

An estimate of funds needed to maintain operations of the school district from July 1 of the ensuing fiscal year and the time when sufficient new revenues become available to meet cash flow needs of the fund. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted. Use with object 820 Reserved for Next Year only.

Expenditure Objects

Object means the service or commodity obtained as the result of a specific expenditure. Seven major object categories are identified and described in this handbook: 100 Salaries, 200 Associated Payroll Costs, 300 Purchased Services, 400 Supplies and Materials, 500 Capital Outlay, 600 Other Objects, and 700 Transfers. These broad categories are subdivided to obtain more detailed information about objects of expenditures. The use of a three-digit code number when used makes it possible to search out detailed information. Following are definitions of the major categories and subcategories. Where the term "district" is used it means school district or educational service district.

100 SALARIES.

Amounts paid to employees of the district who are considered to be in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the district.

- 110 Regular Salaries. Full-time, part-time, and prorated portions of the costs for work performed by employees of the district who are considered to be in positions of a permanent nature.
 - 111 **Licensed Salaries.** Costs for work performed by regular licensed employees of the district. Include licensed coordinators and licensed employees in bargaining unit under this object.
 - 112 **Classified Salaries.** Costs for work performed by regular classified employees of the district. Confidential staff may be coded to this object or 114 Managerial — Classified below or you may use a district defined code to track separately.
 - 113 **Administrators.** Costs for work performed by regular administrative employees who manage, direct, or administer programs of the district. Administrators need not be licensed to be charged to 113.
 - 114 **Managerial — Classified.** Costs for work performed by employees who supervise or manage programs of the district. Supervisors of non-licensed staff, e.g. food services, transportation are recorded under this object. Supervisors are usually not regular classified employees.
 - 115 **Sabbatical.** Amounts paid by the district to employees on sabbatical leave.
 - 116 **Supplemental Retirement Stipends.** Costs for retired employees of the district who receive supplementary retirement payments from the district.
 - 117 **Unused Leave.** Unused leave payments when an employee retires or terminates employment are allowable in the year of payment provided, they are allocated as a general administrative expense to all activities of the governmental unit or component. The unused leave is specific to the executive level staff (Superintendent, Deputies or direct reports to the Deputy Superintendent) on an organization chart.
- 120 Nonpermanent Salaries. Full-time, part-time, and prorated portions of the costs for work performed by employees of the district who are hired on a temporary or substitute basis to perform work in positions in either temporary or permanent nature.
 - 121 **Substitutes—Licensed.** Costs for work performed by substitute licensed employees of the district.
 - 122 **Substitute—Classified.** Costs for the work performed by substitute classified employees of the district.
 - 123 **Temporary—Licensed.** Salaries of temporary employees—full-time, part-time, and prorated portions of the costs for work performed by employees of the district who are hired on a temporary basis.
 - 124 **Temporary—Classified.** Costs for work performed by temporary classified employees.

130 Additional Salary. Money paid to employees of the district in positions of either a temporary or permanent nature for work performed in addition to the normal work period for which the employee is compensated under 110 Regular Salaries and 120 Nonpermanent Salaries above. The terms of such payment for overtime is a matter of state and local regulation or negotiated agreement. Includes additional pay for classified employee overtime and for activities, such as coaching, supervision of extracurricular activities, extended contracts, etc. object 130 should be used for all overtime.

140-190 Additional Salary. District defined. Must be reported to the State as object 130.

200 ASSOCIATED PAYROLL COSTS.

Amounts paid by the district on behalf of employees; these amounts are not included in the gross salary but are over and above. Such payments are fringe benefit payments, while not paid directly to employees, nevertheless are part of the cost of salaries and benefits. Examples are: (1) group health or life insurance, (2) contributions to public employees' retirement system, (3) social security, (4) workers' compensation, and (5) unemployment insurance.

210 Public Employees Retirement System. District payments to the Public Employees Retirement System (PERS).

211 Employer Contribution. Employer's contribution to the Public Employees Retirement System (PERS), Tier I and Tier II.

212 Employee Contribution, Pick-Up. Employee portion, paid by employer to the Public Employees Retirement System (PERS).

213 PERS UAL Contribution. Employers Public Employees Retirement System (PERS) debt service costs related to the PERS Unfunded Actuarial Liability (UAL).

214 PERS UAL Contribution. Employers Public Employees Retirement System (PERS) debt service costs related to the PERS Unfunded Actuarial Liability (UAL).

215 PERS UAL Contribution. Employers Public Employees Retirement System (PERS) debt service costs related to the PERS Unfunded Actuarial Liability (UAL).

216 Employer Contribution. Employer's contribution to the Oregon Public Services Retirement Plan, OPSRP or Tier III.

220 Social Security Administration. Employer's contribution to the Social Security/ Medicare, Federal Insurance Contributions Act (FICA) for employee retirement.

230 Other Required Payroll Costs.

231 Workers' Compensation. Amounts paid by the districts to provide workers' compensation insurance for its employees.

232 Unemployment Compensation. Amounts paid by the district to provide unemployment compensation for its employees.

240 Contractual Employee Benefits. Amounts paid by the district which are a result of a negotiated agreement between the Board of Directors and the employee groups. Examples of expenditures would be health insurance, long-term disability and tuition reimbursement. The district may assign account codes 241 through 249 for these expenditures. Include here payments/penalties in lieu of health insurance and penalties paid due to the choice not to offer benefits to employees (Affordable Care Act).

270 Post Retirement Health Benefits (PRHB). Post-Retirement Health Benefits are costs of health insurance or health services not included in a pension plan for retirees and their spouses, dependents, and survivors.

300 PURCHASED SERVICES.

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

- 310 Instructional, Professional and Technical Services.** Services which by their nature can be performed only by persons with specialized skills and knowledge. Included are the services of medical doctors, lawyers, consultants, teachers for the instructional area.
- 311 Instruction Services. Non-payroll services performed by qualified persons directly engaged in providing learning experiences for pupils. Included are the services of teachers, teaching assistants, teacher aides, and “performance contract” activities. Use this code if the resident district is providing instructional services to the student and the resident district is paying for the student to receive additional services i.e. expanded options. Online curriculums would be coded here.
 - 312 Instructional Programs Improvement Services. Services performed by persons qualified to assist teachers and supervisors in enhancing the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., not on the payroll.
 - 313 Student Services. Non-payroll services of qualified personnel to assist students and their parents in solving mental and physical problems to supplement the teaching process.
 - 316 Data Processing Services.
 - 317 Statistical Services.
 - 318 Professional and Improvement Costs for Non-Instructional Staff (e.g. workshops, etc.). Use object 342 Travel, Out of District for non-instructional staff travel, conferences, etc.
 - 319 Other Instructional, Professional and Technical Services. Services which are professional and technical in nature have not been classified above. Including sign language interpreters, language interpreters, and translation services for student instruction. (See Appendix E Guidelines for ELL and Non-ELL Related Expenditures for additional guidance.)
- 320 Property Services.** Services purchased to operate, repair, maintain, insure, and rent property owned and/or used by the district. These services are performed by persons other than district employees.
- 321 Cleaning Services. Services purchased to clean buildings or equipment other than those provided by district employees.
 - 322 Repairs and Maintenance Services. Expenditures for repairs and maintenance services not provided directly by district personnel. This includes contracts and agreements covering the upkeep of grounds, buildings, and equipment. Technical repair services, e.g. copier repair, should be charged here.
 - 324 Rentals. Expenditures for leasing or renting costs incurred by the district. This includes bus and other vehicle rental when operated by district personnel and lease of data processing equipment. Costs for single agreements covering equipment as well as operators are not included here but are considered elsewhere under 300 Purchased Services (see 330 Student Transportation Services and 355 Printing and Binding).
 - 325 Electricity. Expenditures for electrical energy.
 - 326 Fuel. Expenditures for fuel used for heating and/or cooling.
 - 327 Water and Sewage. Expenditures for water and sewage services.
 - 328 Garbage. Expenditures for garbage service.
 - 329 Other Property Services. Property Services purchased which are not classified above.

- 330 Student Transportation Services.** Expenditures to persons (not on the district payroll) or agencies for the purpose of transporting children. These include those expenditures to individuals who transport themselves or to parents who transport their own children. Expenditures for the rental of buses which are operated by personnel on the district payroll are not recorded here; they are recorded under 300 Purchased Services— 324 Rentals.
- 331 State School Fund Reimbursable Student Transportation. Contract payments for transporting students from home to school and return, as well as instructional field trips.
 - 332 State School Fund Non-Reimbursable Student Transportation. Contract payments for transporting students on student body trips, interscholastic athletic events, out of state field trips, or non-instructional field trips (e.g., skating parties).
 - 333 Board and Room in Lieu of Transportation. Payments, such as board and room made to parents or guardians to maintain children near school. Expenditures for rental of shelters for children and for maintenance of district owned shelters.
 - 334 Transportation Portion of Tuition Payments. Conduit-type payments for transportation expenses.
- 340 Travel.** Costs for transportation for all district personnel (including students), conference registration, meals, hotel, and other expenses associated with traveling on business for the district. Payments for per diem in lieu of meals and lodging as well as for car allowance also are charged here. Travel costs may be identified through use of the following sub-accounts at the option of the district. Use for travel costs incurred by district employees and students. Travel costs incurred by contracted professionals should be included in the cost of the service. Vehicles rented in lieu of reimbursing mileage to an employee should be charged to 340.
- 341 Travel, Local in District. Expenditures for district personnel between facilities and within the boundaries of the school district.
 - 342 Travel, Out of District. Travel expenditures for district personnel to points outside the boundaries of the school district. Non-instructional staff travel is included here.
 - 343 Travel, Student, Out of District. Travel expenditures for students to points outside the boundaries of the school district.
 - 349 Other Travel. Travel expenditures which cannot be classified above.
- 350 Communication.** Services provided by persons or businesses to assist in transmitting and receiving data or information. This category includes telephone and international data communications, postage machine rental, postage, fax, and advertising. Expenditures for these services may be identified through the use of sub-accounts at the option of the district.
- 351 Telephone. Expenditures for telephone services, faxes, pagers, and toll charges.
 - 353 Postage. Expenditures for postage stamps and postage machine rentals.
 - 354 Advertising. Expenditures for printed announcements, legal notices in professional periodicals and newspapers, or announcements broadcast by radio and television networks. These expenditures include advertising for such purposes as personnel recruitment, bond sales, used equipment sales, and other objects. Costs for professional fees for advertising or public relation services are not recorded here but are charged to 380 Non-instructional Professional and Technical Services.
 - 355 Printing and Binding. Expenditures for job printing and binding usually according to specifications of the district. This includes the design and printing of forms and posters, as well as printing and binding, of district publications. Preprinted standard forms are not charged here but are recorded under object 400 Supplies and Materials.
 - 359 Other Communication Services. Including T1 lines.
- 360 Charter School Payments.** Expenditures to reimburse Charter Schools for services rendered to students.

- 370 Tuition. Expenditures to reimburse other educational agencies for services rendered to students. Use object 37X, if your district is paying another entity to provide the student's entire instructional program.
- 371 **Tuition Payments to Other Districts Within the State.** Conduit-type payments to districts, generally for tuition in the state for services rendered to students residing in the paying district. Where a governmental unit collects money from a non-operating district for the education of students from the non-operating district and pays it to an operating district, the non-operating district records such payments here.
 - 372 **Tuition Payments to Other Districts Outside the State.** Conduit-type payments to districts, generally for tuition outside the state for services rendered to students residing in the paying district. Where a governmental unit collects money from a non-operating district for the education of students from the non-operating district and pays it to an operating district, the non-operating district records such payments here.
 - 373 **Tuition Payments to Private Schools.** Conduit-type payments to private schools, generally for tuition for students residing in the paying district.
 - 374 **Other Tuition.** Tuition payments which cannot be classified above. Record post-graduation scholarship payments here.
- 380 **Non-instructional Professional and Technical Services.** Services which by their nature can be performed only by persons with specialized skills and knowledge. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, accountants, etc.
- 381 **Audit Services.** Expenditures to an audit firm for completion of the annual audit of the district's financial records. Also included would be costs for other reports and consultations provided by the audit firm. Use with function 2310 Board of Education Services.
 - 382 **Legal Services.** Expenditures for consultations with the district's attorney and associated legal costs. Use with function 2310 Board of Education Services. May be used with function 4150 Building Acquisition, Construction, and Improvement Services when associated with a capital project.
 - 383 **Architect/Engineer Services.** Expenditures for professional services of licensed professionals for consultation, regarding the district's facilities.
 - 384 **Negotiation Services.** Expenditures for services performed in negotiating or conferring with any labor group.
 - 385 **Management Services.** Services performed by persons qualified to assist management either in the broad policy area or in the general operation of the district. This category includes consultants, individually or as a team, to assist the chief executive in conferences or through systematic studies.
 - 386 **Data Processing Services.** Services performed by persons, organizations, or other agencies qualified to process data. This category includes those data processing services purchased from another agency or concern or specialists who are contracted to perform a specific task on a short time basis.
 - 387 **Statistical Services.** Non-payroll services performed by persons or an organization qualified to assist in handling statistics. This category includes special services for analysis, tabulations, or similar work.
 - 388 **Election Services.** Expenditures for the costs incurred by the county clerk in conducting elections for the school district. Use with function 2310 Board of Education Services.
 - 389 **Other Non-Instructional Professional and Technical Services.** Other professional services not classified above. Including sign language interpretation, language interpretation, and translation services when working with parents. (See Appendix E Guidelines for ELL and Non-ELL Related Expenditures for additional guidance.)
- 390 **Other General Professional and Technological Services.**

400 SUPPLIES AND MATERIALS.

Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated by use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

- 410 Consumable Supplies and Materials.** Expenditures for all supplies for the operation of a district, including freight and cartage. If such supplies are handled for resale to students, only the net cost of supplies is recorded here.
- NOTE: Accounts 411 through 419 are available for further identifying supplies for management purposes at the option of the district.
- 420 Textbooks.** Expenditures for prescribed books which are purchased for students or groups of students, and resold or furnished free to them. This category includes the costs of workbooks, textbook binding or repairs, as well as the net amount of textbooks which are purchased to be resold or rented. E-textbooks are considered curriculum and would be coded here.
- 430 Library Books.** Expenditures for regular or incidental purchases of library books available for general use by students, including any reference books, even though such reference books may be used solely in the classroom. Also recorded here are costs of binding or other repairs to school library books and e-library books.
- 440 Periodicals.** Expenditures for periodicals and newspapers. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period.
- 450 Food.** Expenditures for food purchases related to 3100 Food Service only. Other food purchases should remain in object 410 Consumable Supplies and Materials.
- 460 Non-Consumable Items.** Expenditures for equipment with a current value of less than \$5,000 or for items which are “equipment-like,” but which fail one or more of the tests for classification as object 541 Initial and Additional Equipment Purchase or 542 Replacement Equipment Purchase (see object 540 Depreciable Equipment definition). Examples might include handheld calculators, stacking chairs, etc. This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the state dollar threshold for capital equipment or combining these items with object 410-419 Consumable Supplies and Materials.
- 470 Computer Software.** Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.
- 480 Computer Hardware.** Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.

500 CAPITAL OUTLAY.

Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for: land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial equipment, additional equipment, and replacement of equipment.

- 510 Land Acquisition.** Expenditures for the purchase of land.
- 520 Buildings Acquisition.** Expenditures for acquiring buildings and additions, either existing or to be constructed, except for bus garages (See object 562 Bus Garage Purchases). Included are expenditures for installment or lease payment (except interest) which have a terminal date and result in the acquisition of buildings, except payments to public school—housing authorities or similar agencies. Expenditures for major permanent structural alterations and the initial or additional installation of heating; and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings are included also.

- 530 Improvements Other Than Buildings.** Expenditures for the initial and additional improvement of sites and adjacent ways after acquisition by the district. Improvement consists of such work as grading, landscaping, seeding, and planting of shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers, and storm drains; installing hydrants; initial surfacing and soil treatment of athletic fields and tennis courts; furnishing and installing for the first time, fixing playground apparatus, flagpoles, gateways, fences, and underground storage tanks which are not part of building service systems; and demolition work. Special assessments against the district for capital improvement, such as streets, curbs, and drains are also recorded here.
- 540 Depreciable Equipment.** Expenditures for the initial, additional, and replacement items of equipment; except for buses and capital bus improvements (See object 564 Bus and Capital Improvements). An equipment item is a movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that meets all of the following conditions:
1. It has an anticipated useful life of more than 1 year.
 2. It is of significant value, measured as original cost or estimated market value. The current value threshold is \$5,000. The federal value criterion currently is also \$5,000.
 3. It retains its original shape and appearance with use.
 4. It is nonexpendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit.
 5. It does not lose its identity through incorporation into a different or more complex unit or substance.
- Additional information related to GASB 34 requirements can be found in the Special Instructions for Recording Expenditures under the section entitled GASB Statement 34 Reporting Requirements at the beginning of Chapter 3.
- 541 Initial and Additional Equipment Purchase.** Expenditures for the initial and additional equipment, such as machinery, furniture, fixtures, and vehicles.
- 542 Replacement Equipment Purchases.** Expenditures for replacement of equipment which has been disposed.
- 550 Depreciable Technology.** Expenditures for computer hardware, related equipment, and other capital outlay for technology. See object 540 Depreciable Equipment for definition of capital outlay.
- 560 Depreciable Transportation.** Expenditures for bus garages, buses, and capital bus improvements for student transportation. See object 540 Depreciable Equipment for definition of capital outlay.
- 562 Bus Garage Purchases.** The purchase of a garage or garage improvements used for student transportation. All purchases using this code must also be listed on the Bus and Garage Depreciation Schedule and Mileage Report (Form 581-3171). All others should be reported under 520 Building Acquisitions.
- 564 Bus and Capital Bus Improvements.** The purchase of buses and capital bus improvements e.g., handicap lift. All purchases using this code must also be listed on the Bus and Garage Depreciation Schedule and Mileage Report (Form 581-3171). All others should be reported under 540 Equipment.
- 590 Other Capital Outlay.** Expenditures for all other Capital Outlay not classified above.

600 OTHER OBJECTS.

Amounts paid for goods and services not otherwise classified above. This includes expenditures for retirement of debt, payment of interest on debt, payments to a housing authority, and payment of dues and fees.

- 610 Redemption of Principal.** Expenditures which are from current funds to retire bonds and/or principal portion of contractual payments for capital acquisitions.
- 620 Interest. Expenditures from current funds for interest on serial bonds, short-term loans and interest included in contractual payments for capital acquisitions. Sub-accounts may be used to record separately these different kinds of interest.
 - 621 Regular Interest.** Expenditures for all interest, excluding bus garage, bus, and capital bus improvement interest.
 - 622 Bus Garage, Bus, and Capital Bus Improvement Interest.** Only record expenditures for bus garage, bus, and capital bus improvement interest here.
- 630 Unrecoverable Bad Debt Write-Off.**
- 640 Dues and Fees.** Expenditures or assessments for membership in professional or other organizations or associations or payments to a paying agent for services rendered.
- 650 Insurance and Judgments.** Insurance to protect school board members and their employees against loss due to accident or neglect.
 - 651 Liability Insurance. Expenditures for insurance coverage of the district, or its officers, against losses resulting from judgments awarded against the district. Also recorded here are any expenditures (not judgments) made in lieu of liability insurance. Payments of judgments awarded against the district and not covered by insurance are recorded under 655 Judgments and Settlements Against the District.
 - 652 Fidelity Bond Premiums. Expenditures for bonds guaranteeing the district against losses resulting from the actions of the treasurer, employees, or other persons of the district. Also recorded here are any expenditures (not judgments) made in lieu of liability bonds.
 - 653 Property Insurance Premiums. Expenditures for insurance on any type of property owned or leased by the district. Charge to function 2540 Operation and Maintenance of Plant Services for buildings and 2550 Student Transportation Services for school buses.
 - 654 Student Insurance Premiums. Expenditures for premiums on student accident insurance.
 - 655 Judgments and Settlements Against the District. Expenditures from current funds for all judgments against the district that are not covered by liability insurance but are of a type that might have been covered by insurance.
 - 659 Other Insurance and Judgments. Payments for insurance and judgments not classified elsewhere.
- 660 Depreciation (Used for Enterprise and Internal Service Funds Only).** The portion of the cost of a fixed asset, except for land, which is charged as an expense during a particular period. In accounting for depreciation, the cost of a fixed asset, less any salvage value, is allocated over the estimated service life of the asset; and each accounting period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. Land is not depreciated.
 - 662 Buildings. Depreciation expense for buildings and additions.
 - 663 Improvements Other Than Buildings. Depreciation expense for improvements to sites other than the building facility. Examples include roadways and sidewalks.
 - 664 Equipment. Depreciation expense for equipment including buses, automobiles, and other vehicles. These items are defined as movable or fixed units of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which meet the capital asset criteria.

- 665 Technology. Depreciation expense for technology, including workstations, servers, and networking equipment.
- 669 Other Capital Assets. Depreciation expense for capital assets not denoted above.
- 670 Taxes, Licenses and Assessments.** This includes taxes, licenses, and assessments paid to a government body; and penalties assessed for lack of health benefits for eligible employees (Affordable Care Act).
- 680 PERS UAL Lump Sum Payment to PERS.** The one-time lump sum payment made to PERS following the issuance of a Public Employees Retirement System (PERS) Unfunded Actuarial Liability (UAL) Bond. (Use only with function 5400 PERS UAL Bond Lump Sum Payment to PERS.)
- 690 Grant Indirect Charges.** Charges made to a grant to recover charges made to administration. See Chapter 3, Grant Administrative Charges for more detail.

700 TRANSFERS.

This object category does not represent a purchase; rather it is used as an accounting entity to show that funds have been handled without having goods and services rendered in return. Included here are transactions for interchanging money from one fund to the other and for transmitting flow-**through funds to the recipient (person or agency)**.

- 710 Fund Modifications.** This category represents transactions of conveying money from one fund to another. Generally, this takes the form of payments from the 100 General Fund to some other fund and should be recorded. They are not recorded as expenditures. (Use only with function 5200 Transfers of Funds.) See Chapter 3, Transfers to Other Funds for more detail.
- 720 Transits.** This category represents transactions which are transit or flow-through means to convey money to the recipient (person or agency). This includes transactions which place grants-in-aid, special grants (stipends), as well as tuition and transportation for other district use, in the hands of the user. (Use only with function 5300 Apportionment of Funds by the ESD.)
- 790 Other Transfers.** This category is to be used for those transfer transactions which cannot be identified in the above classifications.

800 OTHER USES OF FUNDS.

- 810 Planned Reserve.** Amounts set aside for operating contingencies for expenditures which cannot be foreseen and planned in the budget because of the occurrence of some unusual or extraordinary event. (Use only with function 6110 Operating Contingency.)
- 820 Reserved for Next Year.** (Use only with function 7000 Unappropriated Ending Fund Balance.)

Expenditure Areas of Responsibility

Area of responsibility codes designate the curriculum areas, provide further program information, or allow additional tracking for management information purposes.

Bold type does not indicate required roll up codes; **Bold type** does identify minimum requirements for area codes.

Note: An “X” indicates a rollup of accounts to the digits indicated. For example, a 12XX function represents all functions that have a “12” prefix.

Function	Description	Designate
1121	Middle School/Junior High Instruction	Curriculum Area
1131	High School Instruction	Curriculum Area
12XX	Special Education	Maintenance of Effort, if Applicable
1271	Remediation	Curriculum Area
21XX	Special Education Support	Maintenance of Effort, if Applicable
2190	Special Education Direction	Maintenance of Effort, if Applicable
2240	Staff Development	Targeted Training, if Applicable
2550	Special Education Transportation	Maintenance of Effort, if Applicable

If salaries are charged to an area code, payroll costs, and fringe benefits must be charged there also as benefits follow salaries. Area codes should be attached to functions as required in all funds.

- 010 Home Instruction. School district sponsored programs in which a district employee goes to the home to instruct a parent in how to teach a specific lesson to a child or teaches the child directly.
- 020 Tutoring. Direct instruction of a learner on a specific lesson or skill in a home or in a school setting.
- 050 General Classroom Instruction. Instructional activities that cannot be classified under a specific curriculum area.
- 060 Core Areas/Block Classes. Instructional activities combining two or more core curriculum areas in a block class, including English, Social Science, Math, Science.
- 090 Other Pre-kindergarten Programs. Any pre-kindergarten programs not appropriate for inclusion in the above categories.
- 100 English.** Courses and activities designed to enable students to receive and send communication by developing their ability to listen, speak, read, and write English.
- 110 Social Studies.** Courses and activities dealing with social relationships draw their substance from the disciplines of anthropology, economics, geography, government, history, sociology, and psychology.
- 120 Science.** Experience provides students the opportunity to develop concept understandings and process skills as they relate to scientific literacy.
- 130 The Arts.** Courses and activities designed to develop keener aesthetic awareness and increase sensitivity, skills, and knowledge in various two- and three- dimensional art media. Performing Arts. Extracurricular activities designed to provide opportunities for students to participate in producing or performing capacities in dramatics, music, television, or radio. Music. Courses are designed to develop aesthetic sensitivity, skills, and knowledge; in relation to listening, performing, and creating experiences in vocal or instrumental music.
- 170 Driver Education. Learning experiences concerned with helping students participate safely, efficiently, and effectively in operating an automobile in traffic.
- 180 Mathematics.** Those courses, units of instruction, and activities designed to develop the skills and interests of students in computation and problem solving.

- 190 Health Education. Experiences which provide students the opportunity to develop decision making skills and formulate a value system, as they relate to healthful living.
- 200 Physical Education. Courses, special adapted programs, and intraschool activities designed to enable each student to build and maintain physical powers, skills, and understanding necessary for optimum development.
- 210 Second Language.** Courses and activities designed to enable students to receive and send communication in a language other than English by developing their ability to listen, speak, read, and write in the target language.
- 230 Athletics. Extracurricular activities designed to provide competitive contests for selected groups or individuals who are trained and coached to play games with similar teams or individuals from other schools.
- 250 Other Extracurricular Student Activities. Extracurricular activities not already defined which are generally of a voluntary nature and which are designed to assist the student in developing additional skills and/or refined attitudinal points of view regarding logical extensions of the school curriculum.
- 260 Technology. Courses designed to develop skills in the use of technology.
- 270 Career Related Learning. Courses, units of instruction and special instructional activities designed to assist students in exploring key occupational career areas, in assessing their occupational interests and aptitudes and in developing tentative career plans and choices. Grades 7 through 12.
- 280 English Language Learner (ELL) Programs.** To be used with functions other than 1291 English Language Learner – ORS 336.079 and 1295 English Language Learner – Non ORS 336.079 to identify supplemental costs for English Language Learner (ELL) programs.
- 290 Other Programs.
- 310 Non-Instructional Staff Development. Use of this area code is optional. Districts may wish to track staff development and training costs charged to functions other than 2240 Instructional Staff Development.
- 320 Special Education.** All special education costs that are subject to federal maintenance of effort requirements. All special education expenditures, including 1250 Less Restrictive Programs for Students with Disabilities, need to be reported to the state at the district level. Attach this area code to functions (e.g. 1200's Special Programs, 2100's Support Services - Students, 2200's Support Services – Instructional Staff, 2550's Student Transportation Services) where services are provided to students on IEP's. In the 1200 Special Programs functions, this includes functions 1220 Restrictive Programs for Students with Disabilities through 1260 Treatment and Habilitation. It does not include 1210 TAG, 1270 Educationally Disadvantaged, 1280 Alternative Education, or 1290's Designated Programs unless you are also providing special education services within those programs. Special education staff development function 2240 Instructional Staff Development is included in this area code.
- 340 Coordinating Early Intervening Services (CEIS).** Services which may include interagency financing structures, for students in kindergarten through grade 12 (with particular emphasis on students in K-3) who have not been identified as needing special education or related services but who need additional academic and behavioral services or support to succeed in a general education environment. IDEA 2004 Sec. 613(4)(f) This area code is to be used only for CEIS. Do not code Section 504 expenses here.
- 350 School Improvement Fund Grant.** Expenditures in either the 100 General Fund or a 200 Special Revenue Funds to record monies spent to fulfill SIF grant obligations.

Professional, Technical Strands. Students working on Professional, technical strands as the context for their academic program. Some areas may be in more than one strand. For example, marketing could be offered under 510 Arts and Communication or under 520 Business and Management. Transition:

- 500 General Professional, Technical Strands.
- 510 Arts and Communication. Examples: Architecture, film, radio, fine arts, creative writing, journalism, languages, television, advertising, public relations, graphic design.

- 520 Business and Management. Examples: Marketing sales, entrepreneurship, finance, hospitality/tourism, computer/information systems, accounting, personnel, and economics.
- 530 Health Services. Examples: Nursing, dental hygiene, dental assistant, medical assistant, radiology technician, ophthalmic technician, nurse's aide, dentistry, medicine.
- 540 Human Resources. Examples: education, government, religion, social services, law, law enforcement, legal services, child and family services.
- 550 Industrial and Engineering Systems. Examples: Engineering, manufacturing, construction, related technologies, precision production.
- 560 Natural Resources Systems. Examples: Agriculture, earth sciences, fisheries, environmental sciences, horticulture, wildlife, forestry.
- 570 Other Professional, Technical Strands. Defined by the District.
- 580 Other Professional, Technical Strands. Defined by the District.
- 590 Other Professional, Technical Strands. Defined by the District.

Descriptions of Balance Sheet Accounts

ASSETS AND OTHER DEBITS

Assets and other debits include what is owned and other items not owned as of the date of the balance sheet but expected to become fully owned at some future date as well as other budgeting and offsetting accounts which normally have debit balances.

100 Current Assets.

Cash or anything that can be readily converted into cash.

- 101 Cash in the Bank. All funds on deposit with a bank or savings and loan institution normally in non-interest-bearing accounts. Interest bearing accounts are recorded in investments.
- 102 Cash on Hand. Currency, coins, checks, postal and express money orders, and bankers' drafts on hand.
- 103 Petty Cash. A sum of money set aside for the purpose of paying small obligations for which the issuance of a formal voucher and check would be too expensive and time consuming.
- 104 Change Cash. A sum of money set aside for the purpose of providing change.
- 105 Cash with Fiscal Agents. Deposits with fiscal agents, such as commercial banks, for the payment of matured bonds and interest.
- 106 Cash and Investments to Repay Short-term Notes.
- 111 Investments. Securities and real estate held for the production of income in the form of interest, dividends, rentals, or lease payments. The account does not include fixed assets used in district operations. Separate accounts for each category of investments may be maintained.
- 112 Unamortized Premiums on Investments. The excess of the amount paid for securities over the face value which has not yet been amortized. Use of this account is restricted to long-term investments.
- 113 Unamortized Documents on Investments (credit). The excess of the face value of securities over the amount paid for them which has not yet been written off. Use of this account is normally restricted to long-term investments.
- 114 Interest Receivable on Investments. The amount of interest receivable on investments, exclusive of interest purchased. Interest purchased should be shown in a separate account.

- 115 Accrued Interest on Investments Purchased. Interest accrued on investments between the last interest payment date and date of purchase. The account is carried as an asset until the first interest payment date after date of purchase. Upon receipt and deposit of the cash, an entry is made debiting 101 Cash in the Bank, and crediting 115 Accrued Interest on Investments Purchased for the amount of interest purchased, and revenue source 1510 Interest on Investments for the balance.
- 121 Taxes Receivable. The uncollected portion of taxes which a district or governmental unit has levied and which has become due, including any interest or penalties which may be accrued. Separate accounts may be maintained on the basis of tax roll year and/or current and delinquent taxes.
- 122 Estimated Uncollectible Taxes (Credit). A provision for that portion of taxes receivable which it is estimated will not be collected. The account is shown on the balance sheet as a deduction from the Taxes Receivable account in order to arrive at the net taxes receivable. Separate accounts may be maintained on the basis of tax roll year and/or delinquent taxes.
- 131 Interfund Loans Receivable. An asset account used to record a loan by one fund to another fund in the same governmental unit. It is recommended that separate accounts be maintained for each interfund receivable loan.
- 132 Interfund Accounts Receivable. An asset account used to indicate amounts owed to a particular fund by another fund in the same district for goods sold or services rendered. It is recommended that separate accounts be maintained for each interfund receivable.
- 141 Intergovernmental Accounts Receivable. Amounts due to the reporting governmental unit from another governmental unit. These amounts may represent grants-in-aid, shared taxes, taxes collected for the reporting unit by another unit, loans, and charges for services rendered by the reporting unit for another government. It is recommended that separate accounts be maintained for each interagency receivable.
- 151 Loans Receivable. Amounts which have been loaned to persons or organizations, including notes taken as security for such loans, where permitted by statutory authority.
- 152 Estimated Uncollectible Loans. A provision for that portion of loans receivable which is estimated will not be collected. The account is shown on the balance sheet as a deduction from the Other Loans Receivable account.
- 153 Other Accounts Receivable. Amounts owing an open account from private persons, firms, or corporations for goods and services furnished by a district (but not including amounts due from other funds or from other governmental units).
- 154 Estimated Uncollectible Accounts Receivable. A provision for that portion of accounts receivable which is estimated will not be collected. The account is shown on the balance sheet as a deduction from the 153 Other Accounts Receivable account.
- 161 Bond Proceeds Receivable. An account used to designate the amount receivable upon sale of bonds.
- 171 Inventories for Consumption. The cost of supplies and equipment on hand not yet distributed to requisitioning units.
- 172 Inventories for Resale. The value of goods held by a district for resale rather than for use in its own operations.
- 181 Prepaid Expenses. Expenses paid for benefits not yet received. Prepaid expenses differ from deferred charges in that they are spread over a shorter period of time than deferred charges and are regularly recurring costs of operation. Examples of prepaid expenses are prepaid rent, prepaid interest, and unexpired insurance premiums. An example of a deferred charged is unamortized discounts on bonds sold.
- 191 Deposits. Funds deposited by the district as prerequisite to receiving services and/or goods.
- 199 Other Current Assets. Current assets not provided for elsewhere.

200 Fixed Assets.

Those assets which the district intends to hold or continue in use over a long period of time.

- 211 Sites. A fixed asset account which reflects the acquisition value of land owned by a district. If land is purchased, this account includes the purchase price and costs, such as legal fees, filing and excavation costs, and other associated improvement costs which are incurred to put the land in condition for its intended use. If land is acquired by gift, the account reflects its appraised value at time of acquisition.
- 221 Site Improvements. A fixed asset account which reflects the acquisition value of permanent improvement, other than buildings, which add value to land. Examples of such improvements are fences, retaining walls, sidewalks, pavements, gutters, tunnels, and bridges. If the improvements are purchased or constructed, this account contains the purchase or contract price. If improvements are obtained by gift, it reflects the appraised value at time of acquisition.
- 222 Accumulated Depreciation on Site Improvements. Accumulated amounts for depreciation of land improvements. The recording of depreciation is optional in the general fixed assets account group.
- 231 Buildings and Building Improvements. A fixed asset account which reflects the acquisition value of permanent structures used to house persons and property owned by the district. If buildings are purchased or constructed, this account includes the purchase or contract price of all permanent buildings and the fixtures attached to and forming a permanent part of such buildings. This account includes all building improvements. If buildings are acquired by gift, the account reflects their appraised value at time of acquisition.
- 232 Accumulated Depreciation on Buildings and Building Improvements. Accumulated amounts for depreciation of buildings and building improvements. The recording of depreciation is optional in the general fixed assets account group.
- 241 Machinery and Equipment. Tangible property of a more or less permanent nature, other than land, buildings, or improvements thereto, which is useful in carrying on operations. Examples are machinery, tools, trucks, cars, buses, furniture, and furnishings.
- 242 Accumulated Depreciation on Machinery and Equipment. Accumulated amounts for depreciation of machinery and equipment. The recording of depreciation is optional in the general fixed assets account group and required in the proprietary funds.
- 251 Construction in Progress. The cost of construction work undertaken but not yet completed.

300 Budgeting Accounts and Other Debits.

Budgeted and actual amounts of revenues as well as offsetting accounts which normally have debit balances.

- 301 Estimated Revenues (Budget Account). The amount of revenues estimated to be received or to become receivable during the fiscal period, the account is closed out and does not appear in the balance sheet. This account would appear in interim financial statements.
- 302 Revenues. The total of all revenues realized during a period. This represents the increase in ownership equity during a designated period of time. The account appears only in a balance sheet prepared during the fiscal period. At the end of the fiscal period, the account is closed out and does not appear in the balance sheet.
- 303 Amount Available in 300 Debt Service Funds. An account in the General Long-Term Debt Account Group which designates the amount of fund balance available in the 300 Debt Service Fund for the retirement of long-term debt.
- 304 Amount to Be Provided for Retirement of General Long-Term Debt. An account in the General Long-Term Account Group which designates the amount to be provided from taxes or other revenue to retire long-term debt.

LIABILITIES, RESERVES AND FUND BALANCES

Liabilities, reserves, and fund balance are district debts plus items which are not debts but which may become debts at some future time, as well as other budgeting accounts which normally appear only on the interim financial statements.

400 Current Liabilities.

Those debts the district expects to pay within a short period of time, usually within a year or less.

- 401 Interfund Loans Payable. A liability account used to record a debt owed by one fund to another fund in the same governmental unit. It is recommended that separate accounts be maintained for each interfund loan.
- 402 Interfund Accounts Payable. A liability account used to indicate amounts owned by a particular fund to another fund in the same district for goods and services rendered. It is recommended that separate accounts be maintained for each interfund payable.
- 411 Intergovernmental Accounts Payable. Amounts owed by the reporting district to another governmental unit. It is recommended that separate accounts be maintained for each interagency payable.
- 421 Accounts Payable. Liabilities on an open account owing to private persons, firms, or corporations for goods and services received by a district (but not including amounts due to other funds of the same district or to other governmental units).
- 422 Judgments Payable. Amounts due to be paid by a district as the result of court decisions, including condemnation awards in payment for private property taken for public use.
- 423 Warrants Payable. Amounts due to designated payees in the form of a written order drawn by the district directing the district treasurer to pay a specific amount.
- 431 Contracts Payable. Amounts due on contracts for assets, goods, and services received by a district.
- 432 Construction Contracts Payable—Retained Percentage. Liabilities on account of construction contracts for that portion of the work which has been completed but on which part of the liability has not been paid pending final inspection, or the lapse of a specified time period or both. The unpaid amount is usually a stated percentage of the contract price.
- 433 Construction Contracts Payable. Amounts due by a district on contracts for construction of buildings, structures, and other improvements.
- 441 Matured Bonds Payable. Bonds which have reached or passed their maturity date but which remain unpaid.
- 442 Bonds Payable. Bonds which have not reached or passed their maturity date but are due within one year or less.
- 443 Unamortized Premiums on Bonds Sold. An account which represents that portion of the excess of bond proceeds over par value and which remains to be amortized over the remaining life of such bonds.
- 451 Loans Payable. Short-term obligations representing amounts borrowed for short periods of time usually evidenced by notes payable or warrants payable.
- 455 Interest Payable. Interest due within one year.
- 461 Accrued Salaries and Benefits. Salary and fringe benefit costs incurred during the current accounting period are not payable until a subsequent accounting period.
- 471 Payroll Deductions and Withholdings. Amounts deducted from employees' salaries for withholding taxes and other purposes. District-paid benefits amounts payable also are included. A separate liability account may be used for each type of benefit.

- 481 Deferred Revenues. A liability account which represents revenues collected before they become due.
- 491 Deposits Payable. Liability for deposits received as a prerequisite to providing or receiving services and/or goods.
- 492 Due to Fiscal Agent. Amounts due to fiscal agents, such as commercial banks, for serving a district's matured indebtedness.
- 499 Other Current Liabilities. Other current liabilities not provided elsewhere.

500 Long-Term Liabilities. Debt with a maturity of more than one year after the date of issuance.

- 511 Bonds Payable. Bonds which have not reached or passed their maturity date, and which are not due within one year.
- 521 Loans Payable. An unconditional written promise signed by the maker to pay a certain sum of money one year or more after the date of issuance.
- 531 Lease Obligations. Amounts remaining to be paid on lease purchase agreements.
- 541 Unfunded Pension Liabilities. The amount of the actuarial deficiency on a locally operated pension plan to be contributed by the district on behalf of present employees.
- 590 Other Long-Term Liabilities. Other long-term liabilities not provided elsewhere.

600 Budgeting Accounts.

These categories represent accounts which reflect budgeted and actual amounts related to expenditures and encumbrances.

- 601 Appropriations (Budget Account). This account records authorizations granted by the school board or legislative body to make expenditures for specific purposes. This account appears in a balance sheet prepared during the fiscal period. It is closed out and does not appear in the balance sheet prepared at the close of the fiscal period.
- 602 Expenditures. This account appears in balance sheets prepared during the fiscal period and designates the total of expenditures charged against appropriations during such period. The account is shown in each balance sheet as a deduction from the Appropriations account to arrive at the unexpended balance of total appropriations.
- 603 Encumbrances. This account designates obligations in the form of purchase orders, contracts, or salary commitments which are chargeable to an appropriation and for which part of the appropriation is reserved. In an interim balance sheet, encumbrances are deducted along with the expenditures from the Appropriations account to arrive at the unencumbered balance.

700 Fund Equity.

These are accounts which show the excess of a fund over its liabilities. Portions of that balance may be reserved for future use.

- 701 Investment in General Fixed Assets. An account in the general fixed assets account group which represents the district's equity in general fixed assets. The balance of this account is normally subdivided according to the source of funds which financed the asset acquisition, such as 100 General Fund revenues, bond issues, and contributions.
- 721 Contributed Capital. An equity account in the proprietary funds which shows the amount of fund capital contributed by the governmental unit from general government revenue and resources. Annual subsidies to cover operating deficits are not recorded here. These amounts are recorded as other sources (interfund transfers) and close to the 740 Unreserved Retained Earnings account.

- 730 Reserve for (Special Purposes)—Retained Earnings. The accumulated earnings of the proprietary funds which have been retained in the fund and which are reserved for a specific purpose. One example would be funds reserved for the future purchase of equipment.
- 740 Unreserved Retained Earnings. The accumulated earnings of the proprietary funds which have been retained in the fund and which are not reserved for any specific purpose.
- 760 Other than Unassigned (Special Purposes)—Fund Balance. A reserve which represents the segregation of a portion of a fund balance to indicate that assets equal to the amount of the reserve are tied up and are, therefore, not available for appropriation. It is recommended that a separate reserve be established for each special purpose. One example of a special purpose would be restricted federal programs.
- 761 Non-spendable Fund Balance. Amounts that cannot be spent due to form; for example, inventories and prepaid amounts. Also, long-term loan and notes receivables, and property held for resale would be reported here unless the proceeds are restricted, committed or assigned. Or amounts that must be maintained intact legally or contractually (corpus or principal of a permanent fund).
- 762 Restricted Fund Balance. Amounts constrained for a specific purpose by external parties, constitutional provision or enabling legislation.
- 763 Committed Fund Balance. Amounts constrained for a specific purpose by a government using its highest level of decision-making authority. It would require action by the same group to remove or change the constraints placed on the resources. Action to constrain resources must occur prior to year-end; however, the amount can be determined in the subsequent period.
- 764 Assigned Fund Balance. Amounts intended to be used by the governing body for specific purposes. Amounts reported as assigned should not result in a deficit in unassigned fund balance. In the general fund assigned fund balance represents the amount that is not restricted or committed.
- 770 Unassigned Fund Balance. In the general fund, amounts not contained in other classifications i.e., non-spendable, restricted, committed or assigned. The general fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the general fund, amounts expended in excess of resources that are non-spendable, restricted, committed or assigned (a residual deficit). In determining a residual deficit, no amount should be reported as assigned.

Appendix A

Terminology

The following explanations of terms are drawn primarily from *Governmental Accounting, Auditing and Financial Reporting* (GAAFR), published by the Government Finance Officers Association, 1944, Chicago, Illinois.

ACCOUNTING SYSTEM: The methods and records established to identify, assemble, analyze, classify, record and report a government's transactions and to maintain accountability for the related assets and liabilities.

ACCOUNTS PAYABLE: A short-term liability account reflecting amounts owed to private persons or organizations for goods and services received by a government.

ACCOUNTS RECEIVABLE: An asset account reflecting amounts due from private persons or organizations for goods and services furnished by a government (but not including amounts due from other funds or other governments).

ACCRUAL BASIS: The recording of the financial effects on a government of transactions and other events and circumstances that have cash consequences for the government in the periods in which cash is received or paid by the government.

ACCUMULATED DEPRECIATION: A contra-asset account used to report the accumulation of periodic credits to reflect the expiration of the estimated service life of fixed assets.

ACTIVITY: A specific and distinguishable service performed by one or more organizational components of a government to accomplish a function for which the government is responsible.

ACTUARIAL BASIS: A basis used in computing the amount of contributions to be made periodically to a fund or account so that the total contributions plus the compounded earnings thereon will equal the required payments to be made out of the fund or account. The factors considered in arriving at the amount of these contributions include the length of time over which each contribution is to be held and the rate of return compounded on such contribution over its life. A pension trust fund for a PERS is an example of a fund concerned with actuarial basis data.

AD VALOREM TAX: A tax based on value (e.g., a property tax).

ALLOT: To divide a budgetary appropriation into amounts that may be encumbered or expended during an allotment period.

APPROPRIATION: A legal authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation usually is limited in amount and time it may be expended.

ARBITRAGE: Classically, the simultaneous purchase and sale of the same or an equivalent security in order to profit from price discrepancies. In government finance, the most common occurrence of arbitrage involves the investment of the proceeds from the sale of tax-exempt securities in a taxable money market instrument that yields a higher rate, resulting in interest revenue in excess of interest costs.

ASSESSED VALUATION: A valuation set upon real estate or other property by a government as a basis for levying taxes.

ASSET: A probable future economic benefit obtained or controlled by a particular entity as a result of past transactions or events.

BALANCE SHEET: The financial statement disclosing the assets, liabilities, and equity of an entity at a specified date in conformity with GAAP.

BASIC FINANCIAL STATEMENTS: Those financial statements, including notes thereto, necessary for the fair presentation of the financial position and results of operations of an entity in conformity with GAAP. The basic financial statements include a balance sheet, an “all-inclusive” operating statement, a budget comparison statement (for all governmental funds for which annual appropriated budgets are adopted), and a statement of changes in financial position (for proprietary funds, pension trust funds, and nonexpendable trust funds).

BASIS OF ACCOUNTING: A term used to refer to *when* revenues, expenditures, expenses, and transfers—and the related assets and liabilities—are recognized in the accounts and reported in the financial statements. Specifically, it relates to the *timing* of the measurements made, regardless of the nature of the measurement, on either the cash or the accrual method.

BOND: Most often, a written promise to pay a specified sum of money (called the face value or principal amount), at a specified date or dates in the future, called the maturity date(s), together with periodic interest at a specified rate. Sometimes, however, all or a substantial portion of the interest is included in the face value of the security. The difference between a note and a bond is that the latter is issued for a longer period and requires greater legal formality.

BUDGET: A plan of financial operation embodying an estimate of proposed expenditures for a given period and the proposed means of financing them. Used without any modifier, the term usually indicates a financial plan for a single fiscal year. The term “budget” is used in two senses in practice. Sometimes it designates the financial plan presented to the appropriating governing body for adoption, and sometimes, the plan is finally approved by that body.

BUDGETARY CONTROL: The control or management of a government or enterprise in accordance with an approved budget to keep expenditures within the limitations of available appropriations and available revenues.

BUDGET DOCUMENT: The instrument used by the budget-making authority to present a comprehensive financial program to the appropriating governing body. The budget document usually consists of three parts. The first part contains a message from the budget-making authority, together with a summary of the proposed expenditures and the means of financing them. The second consists of schedules supporting the summary. These schedules show in detail the past years’ actual revenues, expenditures, and other data used in making the estimates. The third part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect.

BUDGET MESSAGE: A general discussion of the proposed budget as presented in writing by the budget-making authority to the legislative body. The budget message should contain an explanation of the principal budget items, an outline of the government’s experience during the past period, its financial status at the time of the message, and recommendations regarding the financial policy for the coming period.

CAPITAL BUDGET: A plan of proposed capital outlays and the means of financing them.

CAPITAL EXPENDITURES: Expenditures resulting in the acquisition of or addition to the government’s general fixed assets.

CAPITAL PROGRAM: A plan for capital expenditures to be incurred each year over a fixed period of years to meet capital needs arising from the long-term work program or other capital needs. It sets forth each project or other contemplated expenditure in which the government is to have a part and specifies the resources estimated to be available to finance the projected expenditures.

CASH: Cash includes currency on hand and demand deposits with banks or other financial institutions. Cash also includes deposits in other kinds of accounts that have the general characteristics of demand deposit accounts.

CASH BASIS: A basis of accounting under which transactions are recognized only when cash is received or disbursed.

COMPREHENSIVE ANNUAL FINANCIAL

REPORT (CAFR): The official annual report of a government. It includes (a) the five combined financial statements in the combined statements—overview and their related notes (the “liftable” GPFS) and (b) combining statements by fund type, individual fund, and account group financial statements prepared in conformity with GAAP and organized into a financial reporting pyramid. It also includes supporting schedules necessary to demonstrate compliance with finance-related legal and contractual provisions, required supplementary information, extensive introductory material, and detailed statistical section. Every government reporting entity should prepare a CAFR.

COST: The amount of money or other consideration exchanged for goods or services.

COST ACCOUNTING: The method of accounting that provides for the assembling and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

CURRENT: As applied to budgeting and accounting, designates the operations of the present fiscal period as opposed to past or future periods. It usually connotes items likely to be used up or converted into cash within one year.

DEBT: An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of governments include bonds, time warrants, and notes.

DEFICIT: (1) The excess of the liabilities of a fund over its assets. (2) The excess of expenditures over revenues during an accounting period or, in the case of proprietary funds, the excess of expenses over revenues during an accounting period.

DEPRECIATION: (1) Expiration in the service life of fixed assets, other than wasting assets, attributable to wear and tear, deterioration, action of the physical elements, inadequacy; and obsolescence. (2) The portion of the cost of a fixed asset, other than a wasted asset, charged as an expense during a particular period. In accounting for depreciation, the cost of a fixed asset, less any salvage value, is prorated over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the entire cost of the asset is ultimately charged off as an expense.

DOUBLE ENTRY: A system of bookkeeping requiring that for every entry made to the debit side of an account or accounts, an entry or entries be made for an equal amount to the credit side of another account or accounts.

ENCUMBRANCES: Commitments related to unperformed (executory) contracts for goods or services. Used in budgeting, encumbrances are not GAAP expenditures or liabilities, but represent the estimated amount of expenditures ultimately to result if unperformed contracts in process are completed.

ENTITY: (1) The basic unit upon which accounting and/or financial reporting activities focus. The basic governmental legal and accounting entity is the individual fund and account group. (2) That combination of funds and account groups that constitutes the reporting entity for financial reporting purposes and alone may issue Annual Comprehensive Financial Reports (ACFR) and Governmental Financial Statements.

EQUITY ACCOUNTS: Those accounts presenting the difference between assets and liabilities of the fund.

EXPENDITURES: Decreases in net financial resources. Expenditures include current operating expenses requiring the present or future use of net current assets, debt service, entitlements and shared revenues.

FINANCIAL AUDIT: An audit made to determine whether the financial statements of a government are presented fairly in conformity with GAAP.

FISCAL YEAR: A 12-month period to which the annual operating budget applies and at the end of which a government determines its financial position and the results of its operations.

FIXED ASSETS: Long-lived tangible assets obtained or controlled as a result of past transactions, events or circumstances. Fixed assets include buildings, equipment, improvements other than buildings, and land. In the private sector, these assets are referred to most often as property, plants, and equipment.

FIXTURES: Attachments to buildings that are not intended to be removed and cannot be removed without damage to the buildings. Those fixtures with a useful life presumed to be as long as that of the building itself, are considered a part of the building; all others are classified as equipment.

FUNCTION: A group of related activities aimed at accomplishing a major service or regulatory program for which a government is responsible (e.g., public safety).

FUND: A fiscal and accounting entity with a self-balancing set of accounts in which cash or other financial resources, all related liabilities and residual equities, or balances, and changes therein, are recorded and segregated to carry on specific activities or attain certain objectives in accordance with special regulations, restrictions, or limitations.

FUND BALANCE: The difference between fund assets and fund liabilities of governmental and similar trust funds.

FUND TYPE: Any one of seven categories into which all funds are classified in governmental accounting. The seven fund types are: general, special revenue, debt service, capital projects, enterprise, internal service, and trust and agency.

GENERAL FUND: The fund used to account for all financial resources, except those required to be accounted for in another fund.

GENERAL OBLIGATION BONDS PAYABLE: Bonds backed by the full faith and credit of government.

GENERALLY ACCEPTED ACCOUNTING

PRINCIPLES (GAAP): Uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and content of the financial statements of an entity. GAAP encompasses the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. GAAP provides a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP to state and local governments is the GASB.

GENERALLY ACCEPTED AUDITING STANDARDS

(GAAS): Standards established by the AICPA for the conduct and reporting of financial audits. There are 10 basic GAAS, classed into three broad categories: general standards, standards of field work, and standards of reporting. The Auditing Standards Board of the AICPA publishes SAS to comment upon and expand upon these basic standards. These SAS, together with the 10 basic standards, constitutes GAAS. These GAAS set forth the objectives of the audit and establish measures that can be applied to judge the quality of its performance.

GENERAL PURPOSE FINANCIAL STATEMENTS

(GPFS): Five combined financial statements that, together with the accompanying notes, constitute the minimum financial reporting needed for fair presentation in conformity with GAAP. These five combined financial statements, with their accompanying notes, make up the first of the financial reporting pyramid's three reporting levels containing financial statements. Known as the combined statements—overview, these statements include: (1) combined balance sheet—all fund types and account groups; (2) combined statement of revenues, expenditures, and changes in fund balances—all governmental fund types; (3) combined statement of revenues, expenditures and changes in fund balances—budget and actual—general and special revenue fund types (and similar governmental fund types for which annual budgets have been legal adopted); (4) combined statement of revenues, expenses and changes in retained earnings (or equity)—all proprietary fund types; and (5) combined statement of changes in financial position—all proprietary fund types. Trust fund operations may be reported in (2), (4), and (5) above, as appropriate, or separately. The combined statements—overview are also referred to as the “lifttable” GPFS.

GOVERNMENTAL ACCOUNTING STANDARDS

BOARD (GASB): The authoritative accounting and financial reporting standard-setting body for government entities.

GROSS BONDED DEBT: The total amount of direct debt of a government, represented by outstanding bonds before deduction of any assets available and earmarked for their retirement.

INTERNAL AUDITING: An independent appraisal of the diverse operations and controls within a government entity to determine whether acceptable policies and procedures are followed, established standards are met, resources are used efficiently and economically, and the organization's objectives are being achieved. The term covers all forms of appraisal of activities undertaken by auditors working for and within an organization.

INTERNAL CONTROL STRUCTURE: Policies and procedures established to provide reasonable assurance that specific government objectives will be achieved.

INVENTORY: (1) A detailed list showing qualities, descriptions, and values of property; and, frequently, units of measure and unit prices. (2) An asset account reflecting the cost of goods held for resale or for use in operations.

LEVY: (1) (Verb) To impose taxes, special assessments or service charges for the support of government activities. (2) (Noun) The total amount of taxes, special assessments or service charges imposed by a government.

LIABILITIES: Probable future sacrifices of economic benefits, arising from present obligations of a particular entity to transfer assets or provide services to other entities in the future as a result of past transactions or events.

MEASUREMENT FOCUS: The accounting convention that determines (1) which assets and which liabilities are included on a government's balance sheet and where they are reported there and (2) whether an operating statement presents information on the flow of financial resources (revenues and expenditures) or information on the flow of economic resources (revenues and expenses).

MODIFIED ACCRUAL BASIS: The accrual basis of accounting adapted to the governmental fund-type measurement focus. Under it, revenues and other financial resource increments (e.g., bond issue proceeds) are recognized when they become susceptible to accrual that is when they become both "measurable" and "available to finance expenditures of the current period." "Available" means collectible in the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures are recognized when the fund liability is incurred except for (1) inventories of materials and supplies that may be considered expenditures either when purchased or when used and (2) prepaid insurance and similar items that may be considered expenditures either when paid for or when consumed. All governmental funds and expendable trust funds and agency funds are accounted for using the modified accrual basis of accounting.

NET INCOME: Proprietary fund excess of operating revenues, nonoperating revenues, operating transfers in over operating expenses, nonoperating expenses, and operating transfers out.

OBJECT: As used in expenditure classification, applies to the article purchased or the service obtained, rather than to the purpose for which the article or service was purchased or obtained (e.g., personal services, contractual services, and materials and supplies).

OPERATING BUDGET: Plans of current expenditures and the proposed means of financing them. The annual operating budget (or, in the case of some state governments, the biennial operating budget) is the primary means by which most of the financing, acquisition, spending, and service delivery activities of a government are controlled. The use of annual operating budgets is usually required by law. Even when not required by law, however, annual operating budgets are essential to sound financial management and should be adopted by every government.

OPERATING EXPENSES: Proprietary fund expenses related directly to the fund's primary activities.

OVERHEAD: Those elements of cost necessary in the production of a good or service which are not directly traceable to the product or service. Usually, these costs relate to objects of expenditure that do not become an integral part of the finished product or service, such as rent, heat, light, supplies, management, and supervision.

PERMANENT TAX RATE LIMIT: The maximum rate of ad valorem property taxes that a school district can impose. Taxes generated from the permanent rate limit can be used for any purpose. No action of the school district can increase a permanent rate limit.

PROGRAM BUDGET: A budget wherein expenditures are based primarily on programs of work and secondarily on character and object class, on the one hand, and performance, on the other.

PROJECTED TOTAL-LIFE COST: The total anticipated costs related to a fixed asset during its estimated useful life. Projected total-life cost normally includes a detailed schedule of maintenance requirements for each year of the asset's life, including preventive maintenance, normal repair and replacement, and replacement of major parts or components needed to achieve the normal (intended) life of the asset. The total-life cost is calculated at the time an asset is acquired or constructed, often as an integral part of capital acquisition or budgeting procedures.

PURCHASE ORDER: A document authorizing the delivery of specified merchandise or the rendering of certain services and the making of a charge for them.

REPLACEMENT COST: The amount of cash or other considerations that would be required today to obtain the same asset or its equivalent.

REQUISITION: A written demand or request, usually from one department to the purchasing officer or to another department, for specified articles or services.

REVENUES: (1) Increases in the net current assets of a governmental fund type from other than expenditure refunds and residual equity transfers. Also, general long-term debt proceeds and operating transfers-in are classified as “other financing sources” rather than as revenues. (2) Increases in the net total assets of a proprietary fund type from other than expense refunds, capital contributions, and residual equity transfers. Also, operating transfers in are classified separately from revenues.

STANDARD COST: The predetermined cost of performing an operation or producing a product when labor, materials, and equipment are used efficiently under reasonable and normal conditions. Normal conditions exist when there is an absence of special or extraordinary factors affecting the quality or quantity of the work performed or the time or method of performing it.

SUBFUNCTION: A grouping of related activities within a particular government function.

UNENCUMBERED APPROPRIATION: That portion of an appropriation not yet expended or encumbered.

WORK ORDER: A written order authorizing and directing the performance of a certain task and issued to the person who is to direct the work. Among the items of information included on the order are the nature and location of the job; specifications of the work to be performed and a job number, which is referred to in reporting the amount of labor; as well as materials and equipment used.

Appendix B

Analysis of Student Body Funds

The following questions will help to determine whether or not the student body funds should be classified as governmental and should be budgeted. The more often the choices accurately describe the funds, the more likely the funds should be classified as governmental and budgeted.

- I. Who has the responsibility for the account?
 - A. Who authorizes the revenues? (Sets admission prices, establishes fees, authorizes and activity)
 - 1. Student organization
 - 2. School district personnel
 - B. Who authorizes the expenditures?
 - 1. Student organization
 - 2. School district personnel
 - C. How are the expenditures authorized?
 - 1. Student organization minutes
 - 2. School district memorandum
 - 3. Other
- II. Who has control over the account?
 - A. Who receives the revenue?
 - 1. Student organization
 - 2. School district personnel
 - B. Who deposits the revenue?
 - 1. Student
 - 2. School district personnel
 - C. Who signs the checks or purchase orders?
 - 1. Student
 - 2. School district personnel
- III. Who has custody of the account?
 - A. In whose name is the account?
 - 1. Student organization
 - 2. School district
 - 3. Other
 - B. Who prepares the checks?
 - 1. Student
 - 2. School district personnel
 - C. Who receives and reconciles the bank statement?
 - 1. Student organization
 - 2. School district
 - D. Who has custody of the supporting documents (cancelled checks, receipts, purchase orders, etc.)?
 - 1. Student organization
 - 2. School district

Appendix C

Sources of Accounting and Budget Information

Governmental Accounting, Auditing, and Financial Reporting Manual (GAAFR)

Government Finance Officers Association
203 N. LaSalle Street, Suite 2700
Chicago, IL 60601

Oregon Revised Statutes of Interest:

Chapter 294—Local Budget Law
Chapter 326—State Administration of Elementary and Secondary Education
Chapter 327—State Financing of Elementary and Secondary Education
Chapter 328—Local Financing of Education
Chapter 332—Local Administration of Education

Oregon Administrative Rules of Interest:

Chapter 150—Oregon Department of Revenue
Chapter 581—Oregon Department of Education

Local Budgeting Manual

Finance and Taxation Unit
Oregon Department of Revenue
PO Box 14380
Salem, OR 97309-5075

District Elections Manual

Secretary of State Elections Division
Public Service Building Suite 501
255 Capitol Street NE
Salem, OR 97310

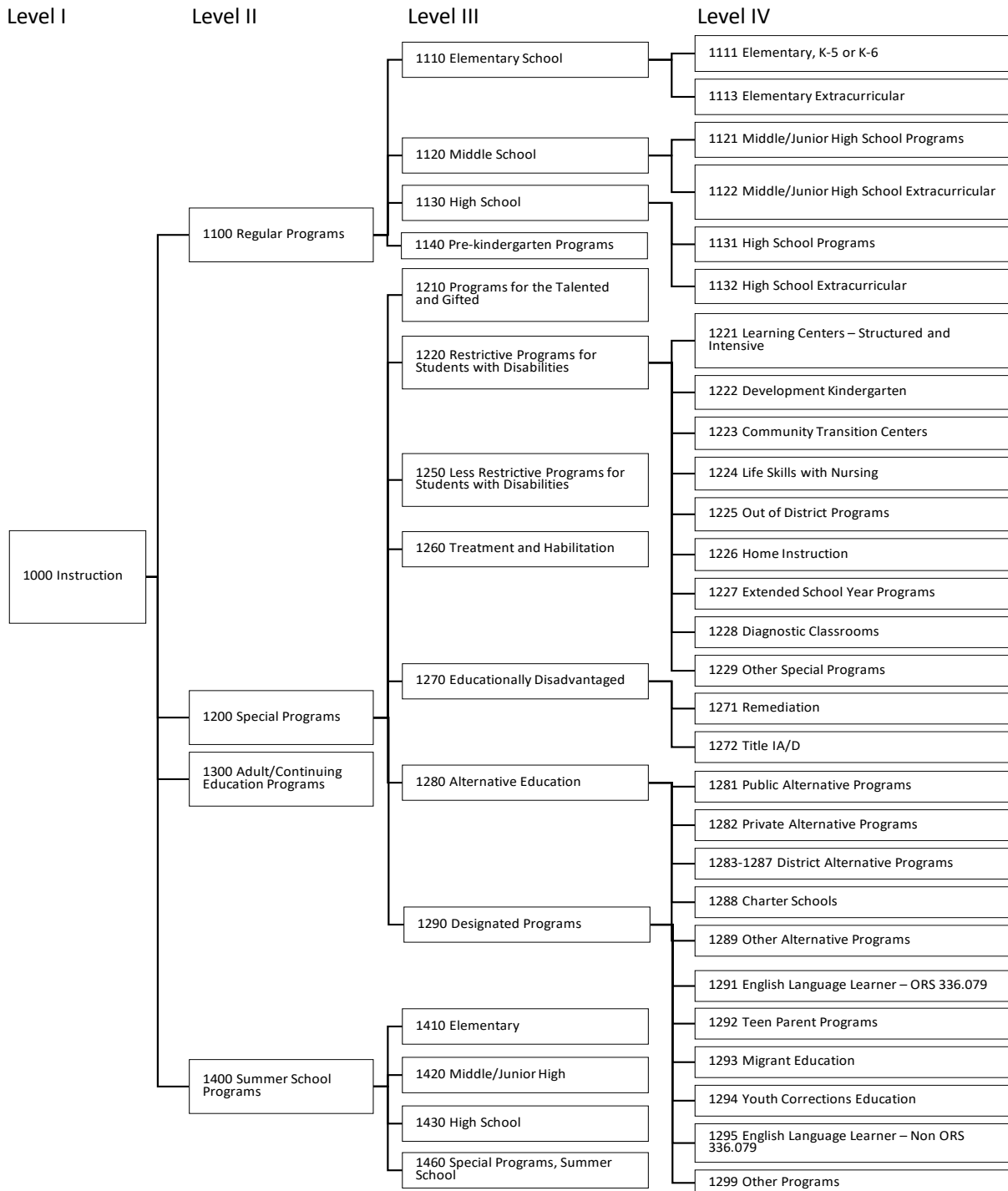
Oregon School Bond Manual

Oregon School Boards Association
PO Box 1068
Salem, OR 97308
1-503-588-2800 or 1-800-578-6722

Appendix D

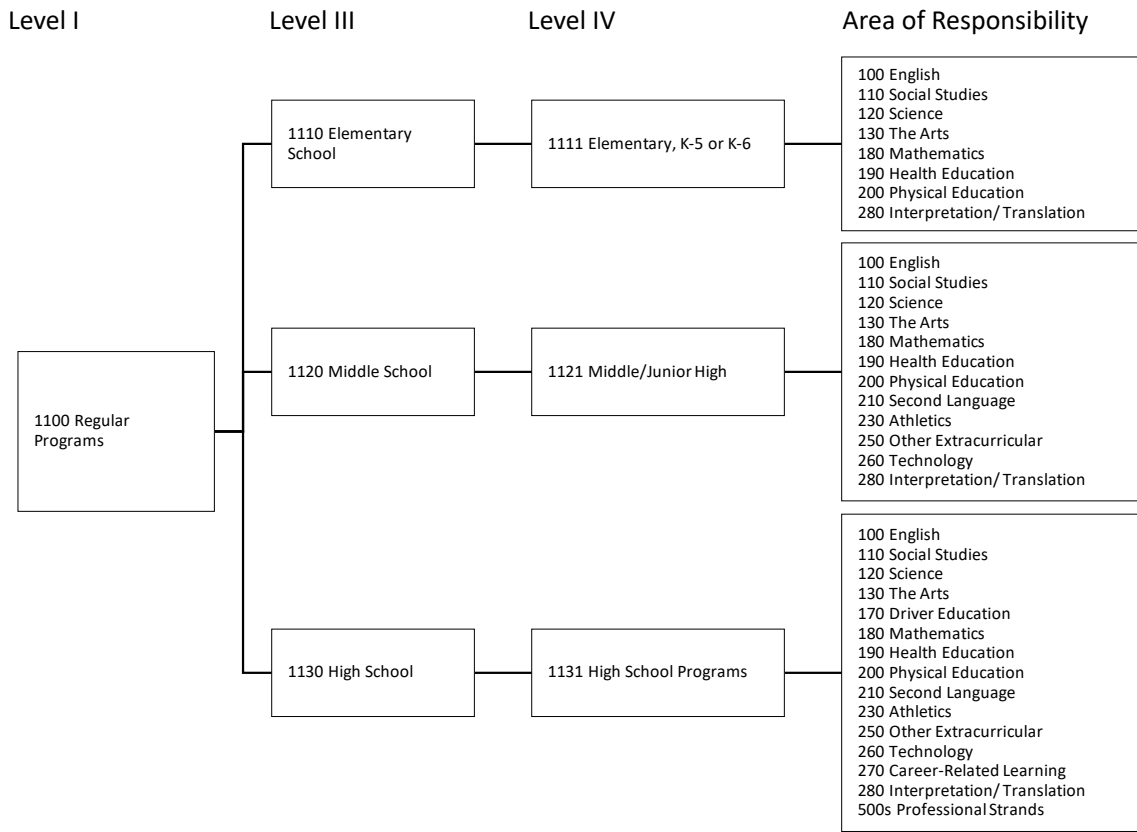
Account Code Structure Charts

FUNCTION CODES: INSTRUCTION SERVICES



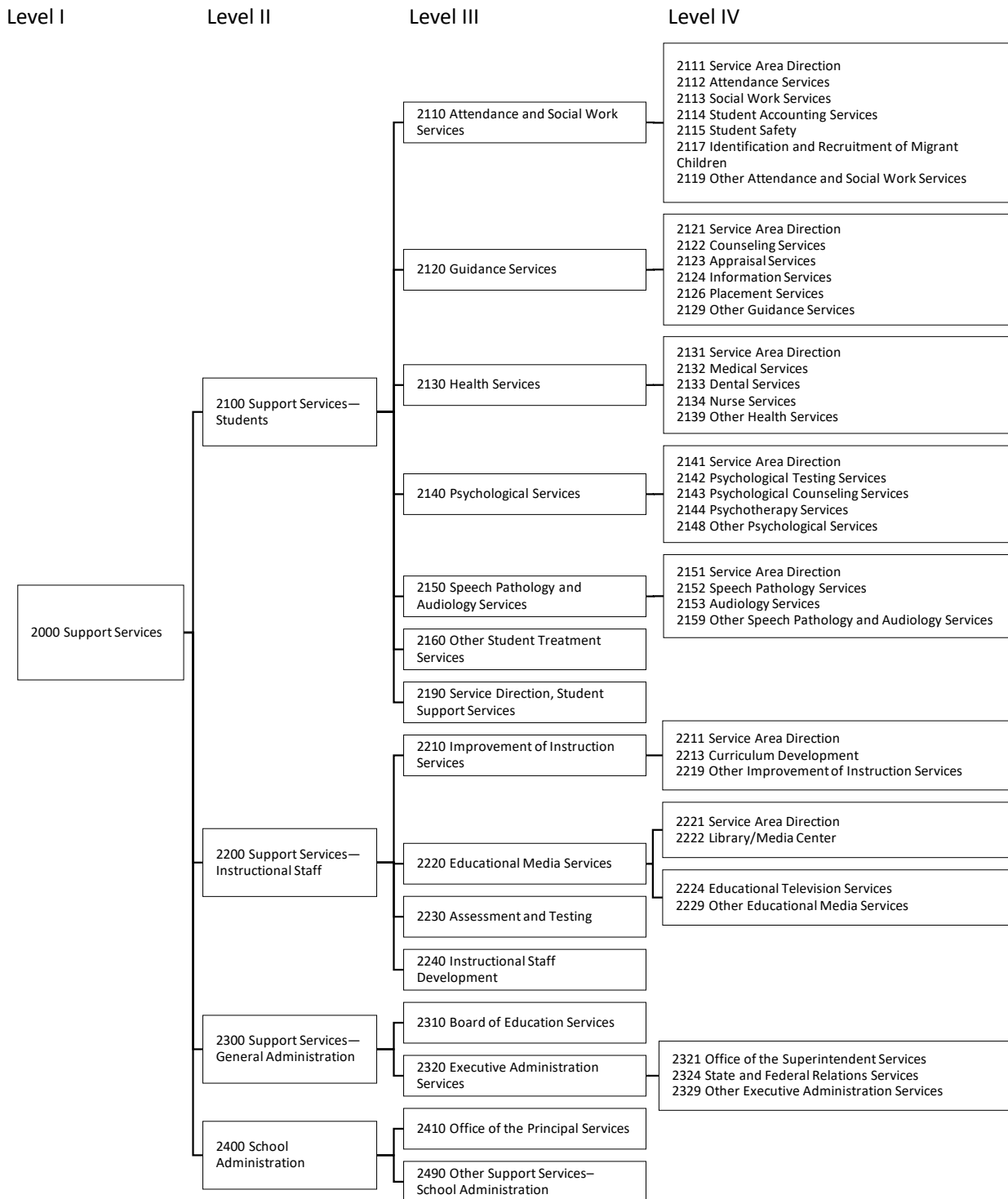
Account code structure

AREA OF RESPONSIBILITY CODES: INSTRUCTION SERVICES FUNCTION CODES



Account Code Structure

FUNCTION CODES: SUPPORT SERVICES



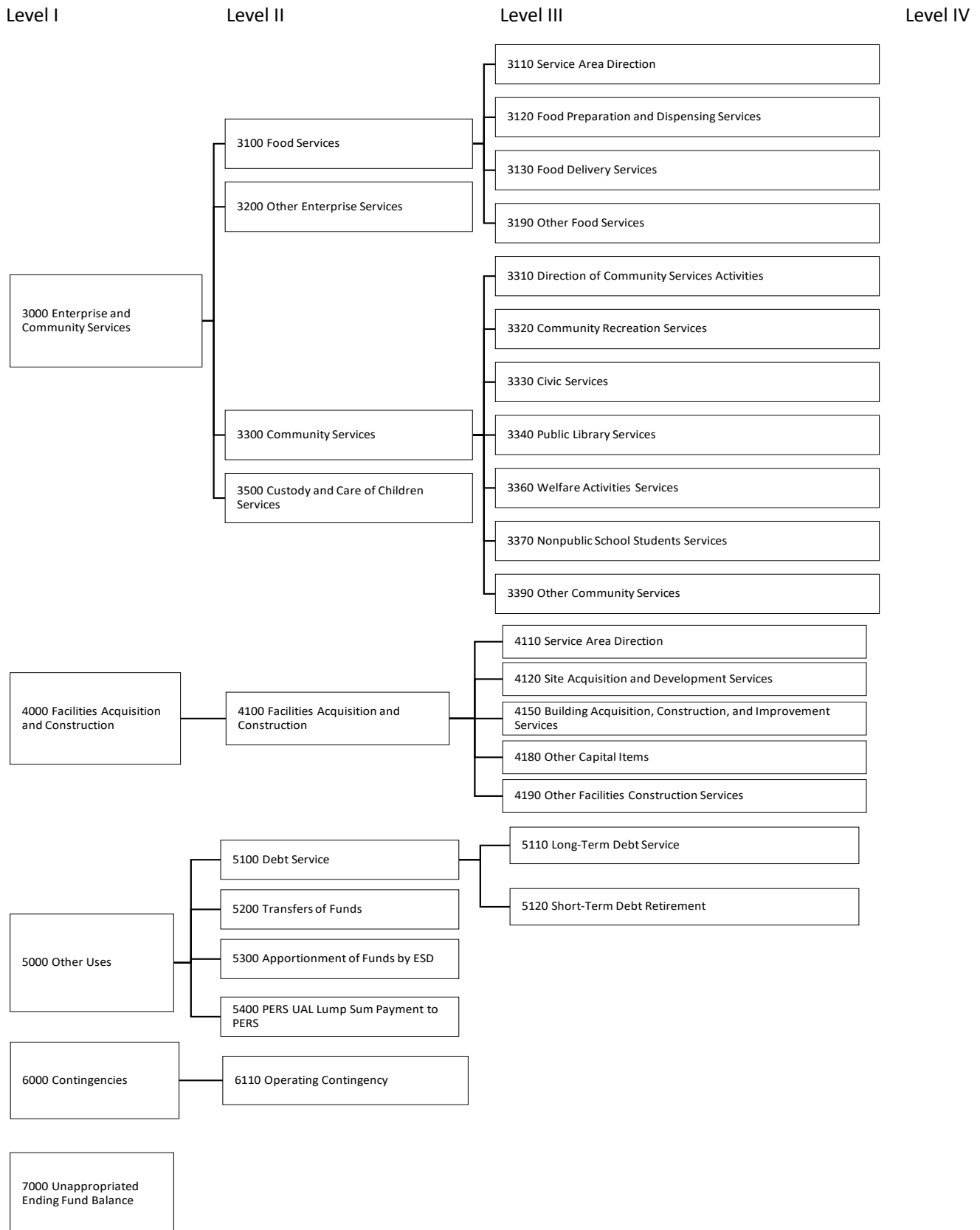
Account Code Structure

FUNCTION CODES: SUPPORT SERVICES (CONTINUED)



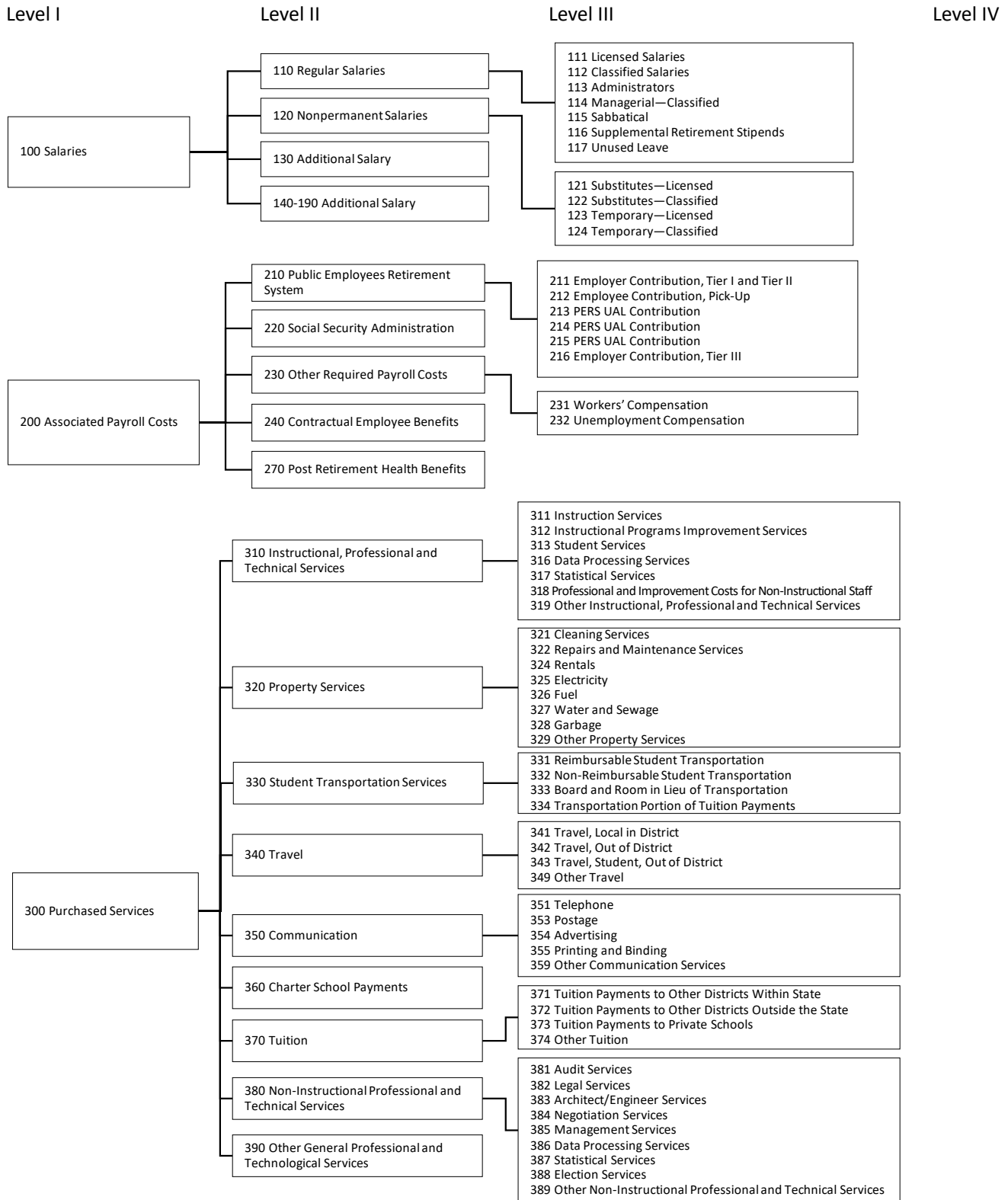
Account Code Structure

FUNCTION CODES



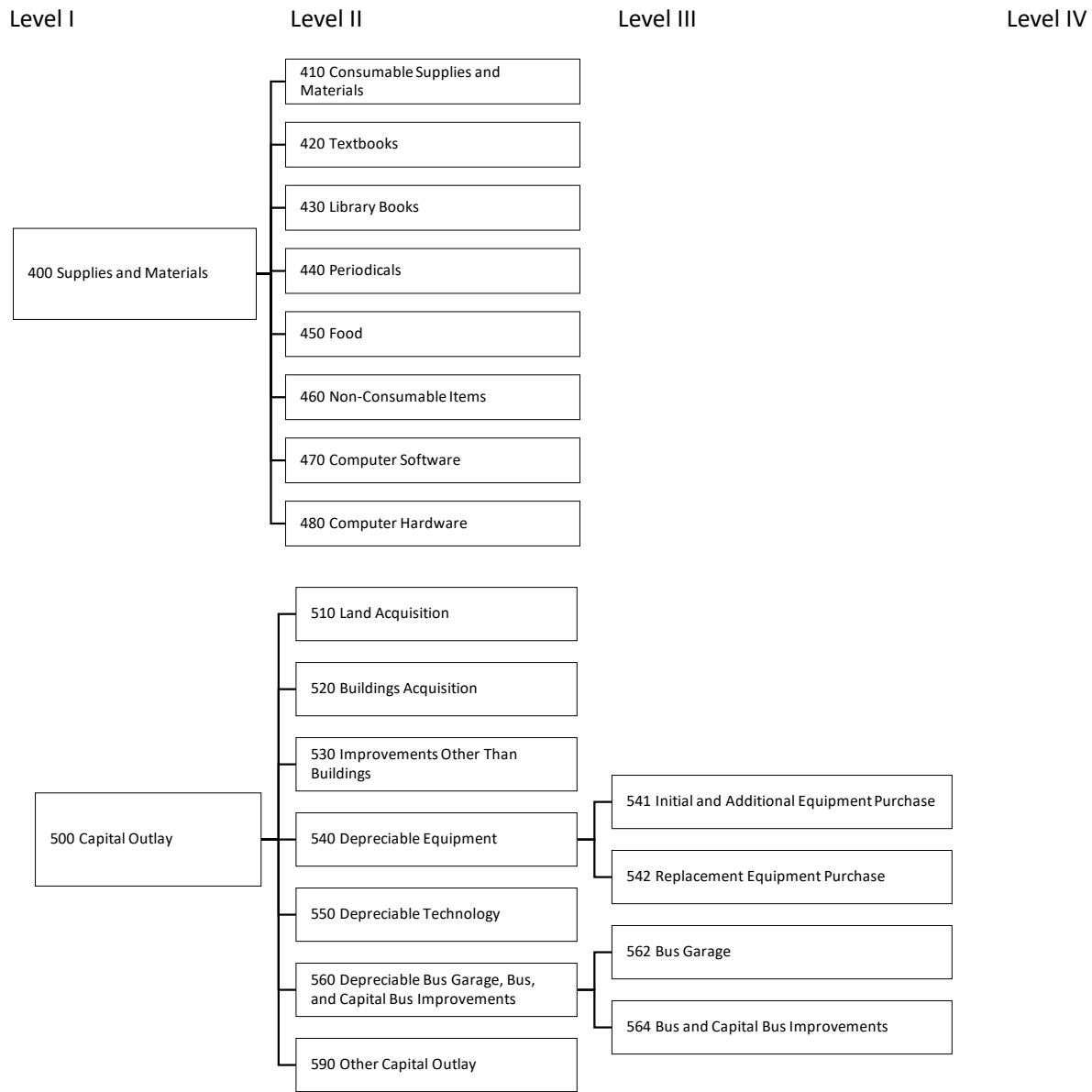
Account Code Structure

OBJECT CODES



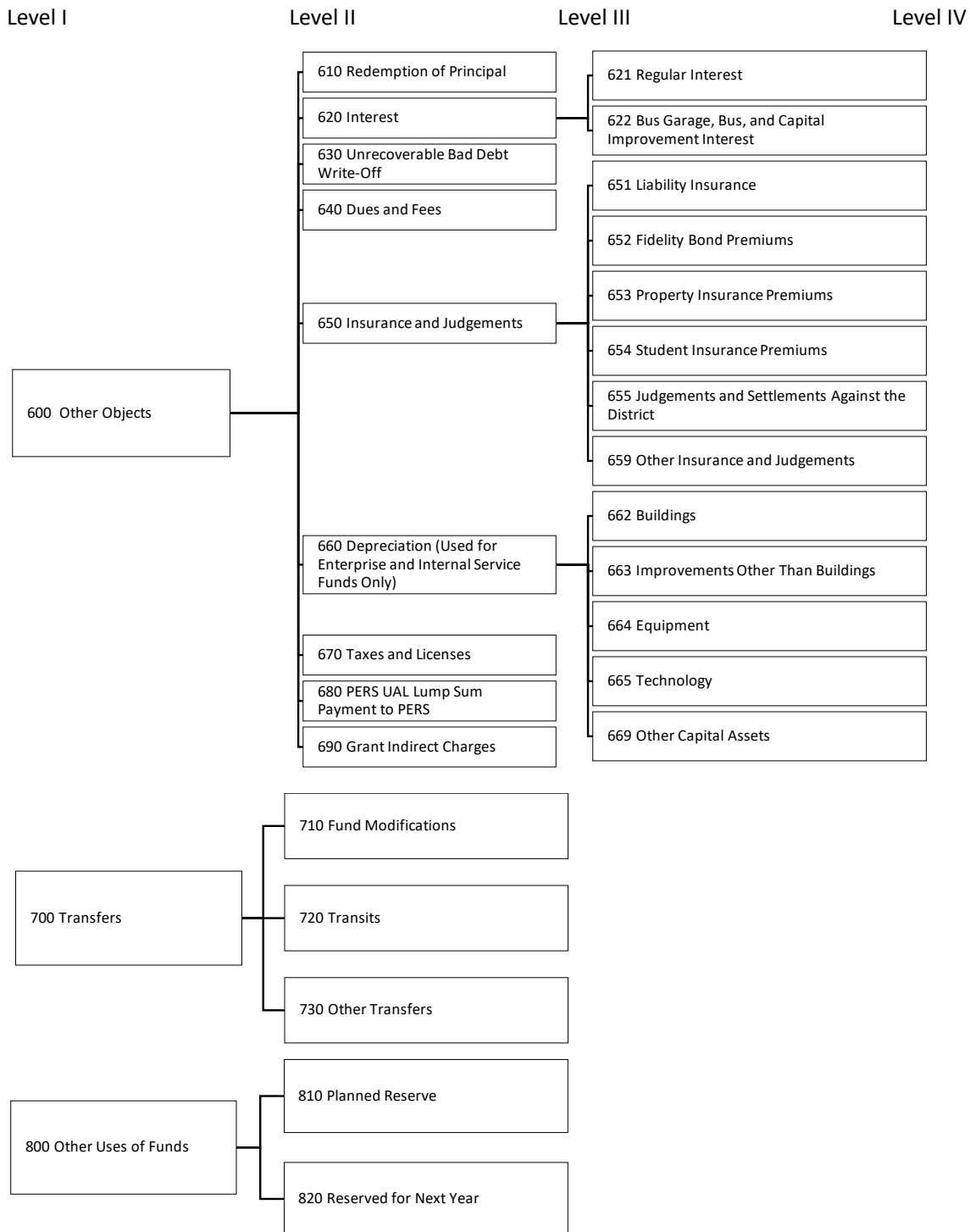
Account Code Structure

OBJECT CODES (CONTINUED)



Account Code Structure

OBJECT CODES (CONTINUED)



Appendix E

Guidelines for ELL and Non-ELL Related Expenditures

Language interpretation and translation services create access to education for students who are non-English speaking. To that end, this appendix provides additional information for the implementation of HB 3499.

HB 3499, enrolled during the 2015 legislative session, directed the Department of Education to convene an advisory group to develop uniform budget coding requirements and uniform reporting requirements to provide budget transparency for the spending of moneys received by school districts as provided by ORS 327.013 (1)(c)(A)(ii) for students in average daily membership eligible for and enrolled in an English Language Learner program under ORS 336.79. Appendix E was added to help provide guidance to assist in the tracking of ELL funds as required by law. The following provides frequently asked questions and answers for guidance on how to code different ELL and non-ELL related expenditures:

“The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.”

[-U.S. Office for Civil Rights](#)

The following provides **Frequently Asked Questions** and answers for guidance on how to code different ELL and non-ELL related expenditures:

1. Is the expenditure a direct instructional service with the intention of assisting an ELL student(s) in acquiring the English language, such as an ELL class?
 - If yes, use function 1291 English Language Learner (ELL) with object 319 Other Instructional, Professional and Technical Services.
2. Is the expenditure an intervention service for an ELL student to acquire the English language?
 - If yes, use function 1291 English Language Learner (ELL) with object 319 Other Instructional, Professional and Technical Services.
3. Is the expenditure for translation or interpretation services in support of an ELL student to acquire the English language?
 - If yes, use function 2680 Interpretation and Translation Services with object 319 Other Instructional, Professional and Technical Services and area of responsibility 280 English Language Learner Programs.
4. Is the interpretation and translation expenditure a support available to all students?
 - If yes, use function 2680 Interpretation and Translation Services with object 319 Other Instructional, Professional, and Technical Services. Do not use an area of responsibility.
5. If curriculum needs to be interpreted or translated in language other than English to learn mathematics, science, social studies, and other core classes, use your discretion to determine if the expense should be coded as an ELL expense. For example, textbooks are often already translated in different languages, so the expense of the textbook would not be reported as an ELL expense.

6. Is the expenditure for translation or interpretation services in support of a family or community member?
 - If yes, use function 2680 Interpretation and Translation Services with object 389 Other Non-instructional Professional and Technical Services. Do not use an area of responsibility.
7. Are you contracting bilingual staff and/or language interpreter services for: district and school-wide meetings (including parent and teacher conferences, curriculum nights, picnics, back-to-school nights, informational nights, college visits and any other relevant events), district and school-specific telephone communication and voicemail messages for families, principal/administrator and teacher hiring meetings, on-going meetings regarding a student's academic progress and behavior, special education referrals and/or special education evaluations, and any other related issues regarding a student's well-being?
 - If yes, use function 2680 Interpretation and Translation Services with object 319 Other Instructional, Professional, and Technical Services. Do not use an area of responsibility.
8. Are you contracting bilingual staff and/or translator services to provide for: family and community translation of important curricula and instructional materials, vital district and school-wide policies (may include, but are not limited to, enrollment, high school graduation, promotion, and retention), parent and student handbooks, forms (may include, but are not limited to, forms related to eligibility for services, enrollment, transportation, and school program/activity), newsletters, updates and notices (may include, but are not limited to, information on the school calendar and schedule, school emergencies, transportation schedule, bus stop changes, inclement weather, school closures and delayed starts, school boundary changes, important school policy changes, program changes, hiring of new staff and leaders, and cafeteria menus)?
 - If yes, use function 2680 Interpretation and Translation Services with object 389 Other Non-instructional Professional and Technical Services. Do not use an area of responsibility.

Following are **Oregon Revised Statutes** (ORS) that provide law for English Language Learner programs:

- ORS 327.006 - Definitions for State School Fund distributions
- ORS 327.013 – State School Fund distribution computations for school districts
- ORS 336.074 – Teaching in English required *exceptions
- ORS 336.079 – Special English courses for certain children
- ORS 336.081 – Opportunity to qualify to assist non-English speaking students
- ORS Chapter 336 – Conduct of Schools Generally

Following are Oregon Administrative Rules (OAR) that provide rules for English Language Learner programs:

- OAR 581-022-1210 – District Curriculum OAE 581-022-0405 – Career Education
- OAR 581-023-0100 – Eligibility Criteria for Student Weighting for Purposes of State

Following is a State resource that provides information on civil rights, legal requirements, expectations, and guidance around English Language Learner programs and services:

- [Oregon's English Language Learner Program Guide](#)

Following are Federal resources that provide information on civil rights, legal requirements, expectations, and guidance around English Language Learner programs and services:

1. [U.S. Office for Civil Rights' Dear Colleague Letter for English Language Learners](#)
2. [U.S. Office of English Language Acquisition's English Learner Toolkit](#)
3. [U.S. Department of Education Policy Directive to Ensure Meaningful Access to Federally Conducted Services, Programs and Activities for Individuals with Limited English Proficiency](#)
4. [Policy Regarding the Treatment of National Origin Minority Students Who Are Limited English Proficient](#)

Appendix F

Guidelines for Coding Technology: Object Code 400 – Supplies and Materials

410 CONSUMABLE:

Definition: Expenditures for all supplies for the operation of a district, including freight and cartage. If such supplies are handled for resale to students, only the net cost of supplies is recorded here. (Note: object 411 through 419 are available for further identifying supplies for management purposes at the option of the district.)

Note: Computer technology items of an approximate value of less than \$250 and computer peripherals, such as thumb drives, keyboards, mice, miscellaneous cords and cables, projector bulbs, and other smaller plug-n-play devices should be included here.

460 NON-CONSUMABLE ITEMS:

Definition: Expenditures for equipment with a current value of less than \$5,000 or for items which are “equipment-like,” but which fail one or more of the tests for classification as object 541 Initial and Additional Equipment Purchase or 542 Replacement Equipment Purchase (see object 540 Depreciable Equipment definition). Examples might include handheld calculators, stacking chairs, etc. This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the state dollar threshold for capital equipment or combining these items with consumable supplies (see object 410 Consumable Supplies and Materials, including 411–419).

Note: Examples would include tables, whiteboards, bookcases, and chairs.

470 COMPUTER SOFTWARE.

Definition: Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.

Note: iTunes software and other mobile device apps apply as well.

480 COMPUTER HARDWARE

Definition: Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.

Note: The capital expenditure criteria for objects is for items over \$5,000 (see object 550 Depreciable Technology). Rule of thumb is for items approximate to \$250 or more to be coded here. This includes computer items of major value, such as: Mac’s, PC’s, monitors, printers, mobile devices (e.g., iPads and Chromebooks), major internal hardware items, and computer setups purchased as a bundle.

410: Consumables

Apple TVs accessories
Cords & Cables
Chromecasts accessories
Keyboards & Mice
Peripherals
Projector Bulbs

460: Non-Consumables

Bookcases
Chairs
Handheld calculators
Tables

470: Software

iTunes
Microsoft Office
Mobile Apps
Cloud

480: Hardware

eBook Readers
iPads/Mac Computers
Major Internal Hardware
Hardware/Monitors
PC Computers
Printers/Projectors

Appendix G

Recommended Guidelines for New-Program Accounting

This guidance is for new programs where there may be eventual interest to report and understand how the grant funds were spent and a financial data collection is not yet established. For example, the legislature may want to know how much money was spent on salaries and benefits, supplies, services, etc., for the High School Success program (Measure 98). Or the total cost per school for participation in the Outdoor School program (Measure 99).

The recommendation for coding new programs is to establish a specific fund at the district level. This may reduce the potential for ambiguity in the reporting of data.

Another advantage of creating a new district-level fund is the capability to use existing codes whereby, if needed, the data can be easily disaggregated. For example, districts will not necessarily need to make a choice between coding each new program to a new area of responsibility over coding to existing area codes, such as 320 Special Education, which is used for maintenance of effort (MOE) review for special education programs.

Example for coding new programs, such as M98 and M99 Grants:

FUND:

Create a new fund in either the 100 General Fund or 200 Special Revenue Fund

REVENUE:

Source – 3299 Other Restricted Grants- in-aid

EXPENDITURES:

Function – code to program

Object – code to service or commodity

Operational Unit – code to building level

Area of Responsibility – code to curriculum area as required by function

Appendix H

EVERY STUDENT SUCCEEDS ACT (ESSA)

Federal guidance for ESSA reporting is as follows:

“The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

The challenge is to identify which expenditures can be reported by per-pupil spending. Based on preliminary analysis of financial data from 2015-16, we have been able to identify expenditures currently reported at district and school levels. This information allows each district the opportunity for review to determine their standing with ESSA reporting.

The following charts identify recommended district or school level reporting. With these recommendations, we leave the final discretion for reporting to the school district.

#1 – FUNCTIONS

Function	Function Description	Category
1111	Primary (K-3)	School
1113	Elementary Extracurricular	School
1121	Middle/Junior High Programs	School
1122	Middle/Junior High School Extracurricular	School
1131	High School Programs	School
1132	High School Extracurricular	School
1140	Pre-kindergarten Programs	School
1210	Programs for the Talented and Gifted	School
1220	Restrictive Programs for Students with Disabilities	School
1250	Less Restrictive Programs for Students with Disabilities	School
1260	Early Intervention	District
1271	Remediation	School
1272	Title I	School
1280	Alternative Education	School
1291	English Language Learner Programs	School
1292	Teen Parent Programs	School
1293	Migrant Education	District
1294	Youth Corrections Education	School
1299	Other Programs	School
1300	Adult/Continuing Education Programs	District
1400	Summer School Programs	District
2110	Attendance and Social Work Services	School

Function	Function Description	Category
2120	Guidance Services	School
2130	Health Services	School
2140	Psychological Services	District
2150	Speech Pathology and Audiology Services	District
2160	Other Student Treatment Services	District
2190	Service Direction: Student Support Services	District
2210	Improvement of Instruction Services	School
2220	Educational Media Services	School
2230	Assessment and Testing	School
2240	Instructional Staff Development	School
2310	Board of Education Services	District
2320	Executive Administration Services	District
2410	Office of the Principal Services	School
2490	Other Support Services-School Administration	District
2510	Direction of Business Support Services	District
2520	Fiscal Services	District
2540	Operation and Maintenance of Plant Services	School
2550	Student Transportation Services	District
2560	Alternative Transportation (2023 HB 3014)	District
2570	Internal Services	School
2610	Direction of Central Support Services	District
2620	Planning, Research, Development, Evaluation Services	District
2630	Information Services	District
2640	Staff Services	District
2660	Technology Services	School
2670	Records Management Services	District
2690	Other Support Services - Central	District
2700	Supplemental Retirement Program	District
3100	Food Services	School
3200	Other Enterprise Services	District
3300	Community Services	School
3500	Custody and Care of Children Services	School
4110	Service Area Direction	District
4120	Site Acquisition and Development Services	School
4150	Building Acquisition, Construction, Improvement Services	School
4190	Other Facilities Construction Services	District
5100	Debt Service	District
5200	Transfers of Funds	District
5300	Apportionment of Funds by ESD	District

#2 – OBJECTS

Objects	Object Description	Category
111	Licensed Salaries	School
112	Classified Salaries	School
113	Administrators	School
114	Managerial – Classified	District
115	Sabbatical	School
116	Supplemental Retirement Stipends	District
117	Unused Leave	District
121	Substitutes – Licensed	School
122	Substitute – Classified	School
123	Temporary – Licensed	School
124	Temporary – Classified	School
130	Additional Salary	School
210	Public Employees Retirement System	School
220	Social Security Administration	School
230	Other Required Payroll Costs	School
240	Contractual Employee Benefits	School
270	Post-Retirement Health Benefits (PRHB)	District
310	Instructional, Professional, and Technical Services	School
320	Property Services	School
330	Student Transportation Services	School
340	Travel	School
350	Communication	School
360	Charter School Payments	District
371	Tuition Payments to Other Districts Within the State	School
372	Tuition Payments to Other Districts Outside the State	District
373	Tuition Payments to Private Schools	District
374	Other Tuition	District
380	Non-Instructional Professional and Technical Services	School
390	Other General Professional and Technological Services	School
410	Consumable Supplies and Materials	School
420	Textbooks	School
430	Library Books	School
440	Periodicals	School
450	Food	School
460	Non-Consumable Supplies	School
470	Computer Software	School
480	Computer Hardware	School
510	Land Acquisition	District
520	Buildings Acquisition	School

Objects	Object Description	Category
530	Improvements Other Than Buildings	School
540	Depreciable Equipment	School
550	Technology	District
562	Bus Garages	District
564	Buses and Capital Bus Improvements	District
590	Other Capital Outlay	District
610	Redemption of Principal	District
621	Regular Interest	District
622	Bus Garage, Bus, and Capital Improvement Interest	District
630	Unrecoverable Bad Debt Write-Off	District
640	Dues and Fees	School
650	Insurance and Judgments	School
660	Depreciation	District
670	Taxes and Licenses	School
690	Grant Indirect Charges	District
710	Fund Modifications	District
720	Transits	District
790	Other Transfers	District



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.G.

<p>SUBJECT: Proposed Changes to the Program Budgeting and Accounting Manual (PBAM) for 2024-2025</p> <p>STAFF NAME & OFFICE: Mike Wiltfong and Lindsay Malinowski, Office of Finance and Information Technology</p> <p>The Chart of Accounts Committee and ODE School Finance Unit would like to propose a few changes to the Program Budgeting and Accounting Manual (PBAM) for the first reading process. Proposed changes include a format update to align with ODE’s manual style guide and the addition of three new account number codes to meet the needs of school district budgeting along with minor language modifications to existing codes. These changes will go into effect 7/1/2024.</p>	<p><input checked="" type="checkbox"/> Informational Presentation</p> <p><input type="checkbox"/> Written Report</p>
--	--

BACKGROUND

1. History:
 - a. The Chart of Account Committee (CAC) drafted the Program Budgeting and Accounting Manual (PBAM) in 1998 as a result of House Bill 3636 which directed the Department of Education to review, modify, update, and improve the existing chart of accounts for school districts and education services districts that will allow for valid comparisons of expenditures among schools and districts.
2. Purpose
 - a. The PBAM is designed as a resource tool for school districts and education service districts in Oregon.
 - b. The accounting code structure is designed to provide consistent classification of expenditures to allow valid spending comparisons among schools and districts.
 - c. The budgeting and accounting system can be used to plan and manage the resources of a school district.
 - d. The manual is a working handbook to which revisions will be made.
3. Does the board have any areas of discretion on this policy and/or update?
 - a. The State Board of Education does have discretion to weigh-in and make edits, make recommendations, or deny changes to the PBAM. If concerns arise from the Board, the PBAM owner would reconvene the CAC for further clarification and would return with revised edits.
4. Stakeholder voice/input (individual and collective i.e., groups)
 - a. The CAC, a team of school business officials and local certified public accountants from around the state, along with the School Finance unit of the ODE has been involved with the PBAM since its establishment.
 - b. The CAC convenes on an annual basis to review and revise the PBAM.
 - c. Oregon school districts and education services districts use this manual as a tool to promote consistency of accounting across the state.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.G.

- d. If there is interest for public input during meetings of the CAC, opportunities can be made available for participation in the process. This was demonstrated during the implementation of HB 3499.
- e. The manual is intended for school districts and education service districts to be used in all levels of management, ranging from the classroom to the boardroom.

SUMMARY OF PREVIOUS BOARD ACTION

- 1. The 2019 edition of the PBAM was brought before the State Board of Education with proposed revisions and was approved by SBE in April 2019.

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. The CAC and ODE School Finance has intentionally involved stakeholders who are also members of communities that are affected by this rule.
 - b. There aren't any underserved groups affected by the PBAM.
 - c. The PBAM has no tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board.
- 2. Negative/Positive Effects
 - a. The impact on the school districts and education service districts who are most affected by this manual has been positive and effective.
 - b. School administrators are key users of the financial account classification system in the PBAM, which provides guidelines for budget forecasting to eliminate opportunity gaps or achievement gaps.
 - c. The PBAM has been reviewed and modified over the past twenty years to consider any potential unintended consequences for school districts and education service districts.
- 3. What are the barriers to more equitable outcomes, either:
 - a. The account classification system presented in the PBAM is designed to enable the districts to produce the financial reports necessary to better meet all of the potential uses for internal and external requirements.

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.

Oregon State Board of Education

March 14, 2024

AGENDA ITEM: 7.G.

1. How are historically underserved populations impacted by this docket item?
 - a. This docket item will have no impact on historically underserved populations.

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?

1. The proposed changes to the PBAM will fit within the budget of the agency and the School Finance unit will be impacted by these proposed changes.
2. School districts and education service districts will be impacted by the proposed changes to the PBAM within their fiscal office operations for budgeting and accounting.
3. The Oregon Association for School Business Officials (OASBO) may impact as another education agency who supports school districts and education service districts.
4. The proposed changes to the PBAM may impact stakeholders who benefit from using the financial reporting information presented by school districts and education service districts.

ATTACHMENTS

Attachment 1: 2023 Program Budgeting and Accounting Manual (PBAM)

SECTION I -Board Overview

TABLE OF CONTENTS

- Mission, Vision and Values
- Policy #100 - Board Operational Policy and Procedures
- Policy #101 - Board Code of Ethics
 - 101.1 - Financial Gain
 - 101.2 - Gifts
 - 101.3 - Conflict of Interest
 - 101.4 - Bribery
 - 101.5 - Official Misconduct
 - 101.6 - Economic Interest Form

The Mission, Vision, and Values of Oregon State Board of Education

The Mission, Vision, and Values of the State Board of Education are developed and regularly reviewed by the Board itself. They are shared with individuals preparing items to come before the Board and are used to guide Board members in the decisions that they make.

Mission

The Oregon State Board of Education works on providing equitable policies and practices that lead to the educational and life success of every Oregon public school student.

Vision

An aspirational public education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment.

Values

The Oregon State Board of Education dedicates itself to centering **diversity, equity, and inclusion** in the work, decisions, and actions that we take, in the service of every student in the state, their academic advancement and their lifelong success.

The Oregon State Board of Education dedicates itself to challenging the status quo and rendering an **innovative, creative, adaptable, and culturally responsive** curriculum that reflects the history and evolving demographics of our state's landscape. We value and commit to an equally dignified, holistic, and inclusive student experience.

The Oregon State Board of Education dedicates itself to sharing responsibility, aiming for every student's individual academic excellence, and providing life skills that allow students to develop **self-agency**. We value engaging historically excluded **community voices** and student experience. We value and distinguish the **sovereignty of tribal nations** and the responsibility to engage in consultation on key matters of policy.

The Oregon State Board of Education dedicates itself to conducting business with **integrity, transparency, and adaptability** as the basis for equitable student access and success in public education.

POLICY #100 - Board Operational Policy and Procedures

The Board shall operate under its policies and procedures as directed by law and as adopted by the Board. These policies and procedures may be adopted, amended, or repealed by a majority of the Board. No amendment shall be contrary to the laws of Oregon.

The policies and procedures may be amended at any meeting upon giving the members of the Board ten (10) days advance notice of such proposed amendments, and upon an affirmative vote of a majority of the directors. Punctuation, grammar, and typographical errors may be corrected by board staff without a vote of the Board.

The Board shall regularly review its operational policies and procedures, as stated in Procedure #415P of this Manual.

Legal/Statutory References:

None cited.

Board Policy & Procedure Cross References:

Procedure #415P

POLICY #101 - Board Code of Ethics

Board members are public officials under state law. Public office is a public trust, and as one safeguard of that trust, the people require all public officials to adhere to the code of ethics set forth in ORS 244.040. Board members should not make private promises that are binding upon the duties of a Board member, because a Board member has no private word that can be binding on public duty (ORS 244.010 - ORS 2.44.020). Board members should familiarize themselves with Oregon's ethics laws; this policy highlights some key features but is not comprehensive. In the event of any conflict between this policy and Oregon ethics laws, the law supersedes the policy.

Members found to be in violation of the Board's Code of Ethics and the State's ethics laws are subject to Policy #418 and Procedure #418P, as described in Section IV of this Manual.

101.1 - Financial Gain

No Board member may use, or attempt to use, their official position or office to obtain financial gain or avoidance of financial detriment for the Board member, a relative or household member of the Board member, or any business with which the Board member or a relative, or member of the household of the Board member is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the member's holding of the official position. Permitted is official salary, honoraria, (except as prohibited below), reimbursement of expenses or an unsolicited award for professional achievement for the Board member, the Board member's relative, or for a household member of the Board member (ORS 244.040).

A Board member may not solicit or receive, whether directly or indirectly, honoraria for themselves or for any member of their household with a value of \$50 or more if the honoraria is solicited or received in connection with the official duties of the Board member. Honoraria does not include a certificate, plaque, commemorative token or other item with a value of \$50 or less, or honoraria for services performed in relation to the private profession, occupation, avocation or expertise of the Board member. Any person that provides a Board member or household member of the Board member with an honorarium as allowed under ORS 244.042 with a value of \$15 shall notify the member in writing of the value of the item within ten days after the event for which the item was received (ORS 244.042, ORS 244.100).

No Board member may solicit or receive, either directly or indirectly, and no person shall offer or give to any Board member any pledge or promise of future employment, based on any understanding that such board member's vote, official action or judgment would be influenced by such a pledge or promise (ORS 244.040).

No Board member or former Board member may attempt to further or further the personal gain of the Board member through the use of confidential information gained in the course of or by reason of the official position or activities of the Board member in any way (ORS 244.040).

No Board member may attempt to represent or represent a client for a fee before the State Board of Education. This subsection does not apply to the person's employer, business partner or other associate (ORS 244.040).

101.2 - Gifts

No person shall offer during any calendar year any gifts with an aggregate value in excess of \$50 from any single source to any Board member or their relative or household member, if the person offering the gift could reasonably be known to have a legislative or administrative interest in the Oregon Department of Education (ORS 244.025).

No Board member, their relative, or household member shall solicit or receive, whether directly or indirectly, during any calendar year, any gift or gifts with an aggregate value in excess of \$50 from any single source who could reasonably be known to have a legislative or administrative interest in the Board member. "Legislative or administrative interest" means an economic interest, distinct from that of the general public in any matter subject to the decision or vote of the Board member acting in the Board member's capacity as a public official. (ORS 244.020, ORS 244.025).

Gifts do not mean:

- (a) Gifts from relatives or members of the Board member's household.
- (b) Unsolicited tokens of appreciation with a resale value of less than \$25.
- (c) Informational material, publications, or subscriptions related to the performance of the board member's public duties.
- (d) Admission/cost of food consumed by a Board member, or a member of the household when accompanying the Board member at a reception, meal, or meeting held by an organization when the Board member represents state government.
- (e) Reasonable expenses paid by any local, state, or federal government; a state or nationally recognized Native American tribe; a membership organization to which a public body pays membership dues; or a not-for-profit corporation for attendance at a convention, fact-finding mission or trip, or other meeting if the public official is scheduled to deliver a speech, make a presentation, participate on a panel or represent state government.

Any organization, unit of government, tribe, or corporation that provides a board member with expenses with an aggregate value exceeding \$50 for an event (convention, trip, and certain meetings) shall notify the Board member in writing of the amount of the expense. The notice shall be sent to the Board member within 10 days from the date such expenses are incurred (ORS 244.100).

- (f) Reasonable food, travel, or lodging expenses provided to a public official, or a relative/household member/staff member of the board member accompanying the board member when the board member is representing state government.
- (g) Food or beverage consumed while the Board member is acting in an official capacity.
- (h) Food or beverage consumed by a Board member at a reception where the food or beverage is provided as an incidental part of the reception and no cost is placed on the food or beverage.
- (i) Entertainment provided to a Board member/relative/member of the household that is incidental to the main purpose of another event.
- (j) Entertainment provided to a Board member/relative/member of the household where the Board member is acting in an official capacity while representing state government.
- (k) Anything of economic value that is part of the usual and customary practice of the person's private business, employment, or volunteer activities and bears no relationship to the board member's official position.

101.3 - Conflicts of Interest

An "actual conflict of interest," means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person's relative or any business with which the person or a relative of the person is associated (ORS 244.020).

A potential conflict of interest means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private pecuniary benefit or detriment of the person or the person's relative, or a business with which the person or the person's relative is associated, unless the pecuniary benefit or detriment arises out of the following:

- (a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- (b) Any action in the person's official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group, including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- (c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

When confronted with a **potential** conflict of interest, a Board member shall:

- Announce publicly the nature of the potential conflict prior to taking any action thereon in the capacity of a public official.

When confronted with an **actual** conflict of interest, a Board member shall:

- Announce publicly the nature of the actual conflict.
- Refrain from participating as a public official in any discussion or debate on the issue out of which the actual conflict arises or from voting on the issue, unless the member's vote is necessary to meet the quorum requirement.
- Notify in writing the Governor of the nature of the conflict and request that the Governor dispose of the matter giving rise to the conflict. Upon receipt of the request, the Governor shall designate, within a reasonable time, an alternate to dispose of the matter or shall direct the official to dispose of the matter in a manner specified by the Governor (ORS 244.120).

Conflicts and potential conflicts and their disposition shall be recorded in the minutes and may be reported to the Oregon Government Ethics Commission at the discretion of the Board (ORS 244.130).

The Oregon Government Ethics Commission may impose civil penalties not to exceed \$5,000 for violating any provision of this chapter or any resolution adopted under ORS chapter 244 (ORS 244.350). Board members who have financially benefited by a conflict of interest may be required to forfeit twice the amount of the gain realized (ORS 244.360).

101.4 - Bribery

A person commits the crime of bribe-giving if the person offers, confers or agrees to confer any pecuniary benefit upon a public servant with the intent to influence the public servant's vote, opinion, judgment, action, decision or exercise of discretion in an official capacity. (ORS 162.015). Bribe giving is a Class B felony, punishable with up to 10 years in jail and a \$250,000 fine (ORS 161.625, ORS 161.605).

A public servant commits the crime of bribe-receiving if the public servant: (a) solicits any pecuniary benefit with the intent that the vote, opinion, judgment, action, decision or exercise of discretion as a public servant will thereby be influenced; or (b) accepts or agrees to accept any pecuniary benefit upon an agreement or understanding that the vote, opinion, judgment, action, decision or exercise of discretion as a public servant will thereby be influenced (ORS 162.025). Bribe receiving is a Class B felony punishable with up to 10 years in jail and a \$250,000 fine (ORS 161.625, ORS 161.605).

101.5 - Official Misconduct

A Board member commits the crime of official misconduct in the second degree if the person knowingly violates any statute relating to the office of the person (ORS 162.405). Official misconduct in the second degree is a Class C misdemeanor, punishable with up to 30 days in jail and a \$1,250 fine (ORS 161.615, ORS 161.635).

A Board member commits the crime of official misconduct in the first degree if with intent to obtain a benefit or to harm another: (a) the public servant knowingly fails to perform a duty imposed upon the public servant by law or one clearly inherent in the nature of office; or (b) the public servant knowingly performs an act constituting an unauthorized exercise in official duties (ORS 162.415). Official misconduct in the first degree is a Class A misdemeanor, punishable with up to one year in jail or a \$6250 fine (ORS 161.635, ORS 161.615).

101.6 - Economic Interest Form

Board members are required to file with the Oregon Government Ethics Commission a verified statement of economic interest by April 15 of each year (ORS 244.050). The statement of economic interest filed under ORS 244.050, shall be on a form prescribed by the Oregon Government Ethics Commission (ORS 244.060). Failure to file the statement may result in a civil penalty (ORS 244.050, ORS 244.060).

The Oregon Government Ethics Commission shall notify the Board member if it has not received the statement within five days of its due date and give the Board member no fewer than 15 days to comply prior to imposing a penalty. Failure to file the statement may result in the commission imposing a fine of \$10 for each of the 14 days the statement is late and \$50 for each day thereafter (ORS 244.350).

Legal/Statutory References

ORS 244.010 - ORS 2.44.020	ORS 161.625
ORS 244.040	ORS 161.635
ORS 244.020	ORS 162.415
ORS 244.025	ORS 244.060
ORS 244.100	ORS 162.015
ORS 244.120	ORS 161.605
ORS 244.130	ORS 162.405
ORS 244.350	

Board Policy & Procedure Cross References

Policy #418
Procedure #418P

SECTION II - Board Meeting Governance

TABLE OF CONTENTS

- Policy #200 - Compliance with Public Meeting Law
 - 200.1 - Penalties
- Policy #201 - Regular Board Meetings
 - 201.1 - Meeting Agendas
 - 201.2 - Use of the Consent Agenda
- Procedure #201P - Public Meeting Procedures
 - 201P.1 - Accessibility
 - 201P.2 - Notice Requirements
 - 201P.3 - Special Meetings Notice Requirement
 - 201P.4 - Parliamentary Procedure
 - 201P.5 - Quorum Requirements
 - 201P.6 - Voting
- Policy #202 - Executive Session
- Policy #203 - Public Meeting Locations
- Policy #204 - Virtual Meetings
- Policy #205 - Records
 - 205.1 - Minutes and Other Written Records
 - 205.2 - Definition of Public Records
 - 205.3 - Access to Public Records
 - 205.4 - Retention of Public Records
 - 205.5 - Archiving Records

POLICY #200 - Compliance with Public Meeting Law

The State Board of Education is a Governing Body, and shall comply with all relevant provisions of ORS chapter 192 - Records; Public Reports and Meetings. Any subcommittees, task forces, or work groups that are charged with making recommendations as a whole to the Board shall similarly comply with the provisions of chapter 192¹.

All meetings of the State Board of Education shall be open to the public and all persons shall be permitted to attend any meeting, except as otherwise provided by law (ORS 192.630).

A meeting that is held virtually, or in rare cases through the use of telephone or other electronic communication shall:

1. include at least one place where, or at least one electronic means by which, the public can listen to the communication at the time it occurs. A place provided may be a place where no member of the governing body of the public body is present.
2. provide, to the extent reasonably possible, an opportunity for the public to:
 - a. Access and attend the meeting by telephone, video or other electronic or virtual means;
 - b. submit during the meeting oral testimony by telephone, video or other electronic or virtual means when allowed, as convened in POLICY #300; and
 - c. submit written testimony, including by electronic mail or other electronic means, when allowed as convened in POLICY #300, so that the governing body is able to consider the submitted testimony in a timely manner (ORS 192.670).

200.1 - Penalties

1. Any decision made in violation of the public meetings law is voidable. A decision shall not be voided if the State Board of Education reinstates the decision while in compliance with public meetings law. A decision that is reinstated is effective from the date of its initial adoption (ORS 192.680).
2. The Oregon Government Ethics Commission may impose civil penalties not to exceed \$5,000 for violating any provision of law pertaining. However, a civil penalty may not be imposed under this subsection if the violation occurred as a result of the State Board of Education acting upon the advice of the public body's counsel (ORS 244.350).

¹ A body that has authority to make recommendations to a public body on policy or administration is a governing body (ORS 192.610(3)); *Attorney General's Public Records and Meetings Manual*, 2005, p. 110-111. Subcommittees, task forces, and work groups that are charged with making recommendations as a whole, to the board, are subject to the public meetings law.

POLICY #201 - Regular Meetings

To begin the annual cycle, the Board will hold an organizational retreat for strategic planning, review of Board Priorities, training on requested Board business topics, general orientation of ODE processes, and for optimal Board Director integration to the business of the Board.

The State Board of Education shall meet at least 6 times each year on dates determined by the Board, and at such other times as may be designated by the chairperson and agreeable to a majority of the Board, or at the call of a majority of the Board members (ORS 326.041).

The State Board shall approve a Board calendar annually, which shall include the intended meeting dates for the subsequent year. With Board approval, meeting dates may be shifted depending on need. Reasonable notice of changes must be provided to the public.

The purpose of each regular monthly meeting will be to conduct the regular Board business as stated in SECTION IV of this manual.

201.1 - Meeting Agendas

The Board Chair, working with the SBE Leadership Team, Board Administrator, and the ODE Director, will prepare an official agenda for Board meetings. The agenda will be posted to the Board's website and distributed to interested parties approximately one week before each meeting. Any Board member may request that the Chair add or remove an item from the agenda. In the event the Board Chair refuses to do so, a Board member may compel the Board Chair via a formal motion and the approval of a majority of the Board.

The agenda with supporting detail will be provided to each Board member, ex-officio member, and advisor approximately one week prior to the Board meeting. All Board documents, to the greatest extent possible, will be posted on the State Board of Education's website.

201.2 - Use of the Consent Agenda

The Consent Agenda is a tool available for the Board to adopt, or otherwise approve, without further discussion, a group of items with a single motion. While crafting an agenda, the Board Chair may place items on the Consent Agenda that are reasonably thought not to generate additional discussion by the Board. This includes, but is not limited to, items that have already been presented to and discussed by the Board, as well as actions that have been taken by the ODE Director that require Board approval. Any Board member may request that the Board Chair remove an item from the Consent Agenda and instead hold space for discussion at a particular meeting. In the event the Board Chair refuses to do so, a Board member may compel the Chair via a formal motion and the approval of a majority of the Board.

PROCEDURE #201P - Public Meeting Procedures

In order to remain in compliance with Public Meeting Law and conduct the business of the board as effectively as possible, the Board will observe the following procedures during public and as applicable during executive sessions:

201P.1 - Accessibility Procedure

The State Board of Education will conduct all meetings in accordance with state law and will be accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations should be made at least 48 hours prior to the meeting.

201P.2 - Notice Requirement Procedures

The members of the Board will be given at least 10 days' notice, in writing, of the date and place of each regular or special meeting (ORS 182.020).

The Board shall give public notice, reasonably calculated to give actual notice to interested persons including news media who have requested notice, of the time and place for holding of its meetings, including its committees and work groups. The notice shall also include a list of the principal subjects anticipated to be considered at the meeting. This requirement shall not limit the ability of the Board to consider additional subjects (ORS 192.640).

201P.3 - Special Meetings Notice Requirements

In the event that a special meeting is required, the Board shall provide at least 24 hours' notice to the members of the Board, the news media which have requested notice, and the general public. In case of an actual emergency, a meeting may be held upon such notice as is appropriate to the circumstances, but the minutes for such a meeting shall describe the emergency justifying less than 24 hours' notice.

201P.4 - Parliamentary Procedure

Except where otherwise noted, the Board will be guided by Robert's Rules of Order, most recent edition. The Board Administrator will serve as parliamentarian.

201P.5 - Quorum Requirements

A quorum of the nine-member State Board of Education is five members. Absent a quorum, the Board may meet for the purposes of gathering information, but no formal action may be taken.

A quorum of the Board may not meet in private for the purpose of deciding on or deliberating toward a decision on any matter, except as otherwise provided by law (ORS 192.630).

201P.6 - Voting

All voting Board members are expected to participate in voting unless a conflict of interest exists. If a conflict of interest arises, a member will need to excuse themselves from any votes or discussion. A conflict of interest is when an official action by the public official could or would result in a financial benefit or detriment to the public official, a relative of the public official or a business with which either is associated (ORS 244.020).

For a motion to be adopted, a majority of the Board must vote in favor of the motion (ORS 174.130). The word “majority” in this context means more than half. Votes may be taken either by individually calling member names, by a group voice vote, or by “unanimous consent.” The Chair may say, “If there is no objection . . .” If an objection is lodged, a roll call vote must then be taken. Following the vote, the Chair will announce the vote and whether the motion has failed or passed. All votes must be recorded in the minutes indicating how each member voted.

When a potential conflict of interest exists, the member will announce that conflict and be allowed to vote. When an actual conflict exists, the member will announce the conflict and refrain from participating in the debate or vote unless necessary for a quorum (ORS 244.120). The conflict will be recorded in the minutes (ORS 244.130).

A vote by proxy is a vote cast by a substitute on behalf of a member who is not present at the meeting. Proxy voting is not authorized since no member of the Board is empowered to delegate their vote to another².

Members of the State Board of Education are discouraged from voting abstention. They should only be used in rare instances with a full explanation to the Board, as outlined in the Oregon Government Ethics Commission Manual.

POLICY #202 - Executive Session

The Board may schedule an Executive Session closed to the public, under certain circumstances allowed by law, including the following:

1. To consider the function of a public officer, employee, staff member or individual agent.
2. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.
3. To conduct deliberations with persons designated by the governing body to negotiate real property transactions.
4. To consider information or records that are exempt by law from public inspection.

² *Attorney General's Public Records and Meetings Manual*, Appendix C, E Proxy Vote, Absentee Vote, Votes by Mail, and Secret Ballots Prohibited. January 2008, p. C-6.

The Board as a whole can invite or include whomever they wish to attend an Executive Session, including Board Advisors. Such invitations should be made via a motion during a meeting of the Board, to be approved by a majority vote of the Board. Additionally, the Chair has the discretion of allowing Board advisors, staff, and others to attend the meetings.

No executive session may be held for the purpose of taking any final action or making any final decision.

Representatives of the press, unless a party to the litigation, may sit in on executive sessions but may not report on them.

When the Board convenes an executive session for the purposes of conferring with counsel on current litigation or litigation likely to be filed, the Board shall bar any member of the news media from attending the executive session if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation (ORS 192.660).

If an executive session is to be held, the meeting notice shall be given to the members of the Board, to the general public, and to news media which have requested notice, stating the specific provision of law authorizing the executive session (ORS 192.640, Attorney General's Public Records and Meetings Manual, 2005, p.129, 143,).

A record of any executive session may be written minutes or be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law. If the disclosure of certain material is inconsistent with the purpose for which a meeting under ORS 192.660 is authorized to be held, that material may be excluded from disclosure. However, excluded materials are authorized to be examined privately by a court in any legal action and the court shall determine their admissibility (ORS 192.650).

Executive Sessions are confidential and as such information discussed in Executive Session cannot be shared with individuals who were not part of the Executive Session. lawyer-client privilege attaches to such a session. Violation of confidentiality may result in that member being barred from future executive sessions and possible removal from the Board.

If the Chair is aware of a conflict of interest, or potential conflict of interest by members, or that a member is a party in the litigation, the Chair will report that conflict to the Office of the Governor.

POLICY #203 - Public Meeting Locations

Physical meetings of the Board shall be held within the State of Oregon. The Board shall not hold a meeting at any place where discrimination on the basis of race, color, creed, sex, sexual orientation, gender identity, national origin, age, or disability is practiced. It is discrimination on the basis of disability for the Board to meet in a place inaccessible to the disabled, or, upon request of a deaf or hard-of-hearing person, to fail to make a good faith effort to have an interpreter for deaf or hard-of-hearing persons provided at a regularly scheduled meeting (ORS 192.630).]

The State Board of Education will conduct all meetings in accordance with state law and these will be accessible to persons with disabilities.

POLICY #204 - Virtual Meetings

Acknowledging that flexibility is paramount to the work of the board and that because of the geographic residence of some of the Directors, the Board reserves the right to conduct some of its regular meetings in a fully virtual format.

It is understood that the priority of the Board is to hold in-person meetings, and as such a minimum of 3 of its annually required meetings, prioritized and approved by the full Board, will be held in person.

The State Board has specifically named the importance of engaging historically excluded community voice and those most impacted by the decisions they make. In addition to the public comment process and to the greatest extent possible, the State Board expects regular business meetings to be accessible by livestream.

POLICY # 205 - Records

205.1 - Minutes and Other Written Records

The Board shall provide for the sound, video, or digital recording or the taking of written minutes of all its meetings. Either meeting minutes or meeting recordings shall be available to the public within a reasonable time after the meeting and shall include at least the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter; and
5. Subject to public records law, a reference to any document discussed at the meeting. (ORS 192.650)
 - a. Meeting minutes, recordings, and materials presented to the Board shall be available to the public and posted to the Board's designated website.

205.2 - Definition of Public Records

Public Record:

(a) Means any information that:

(A) Is prepared, owned, used or retained by a state agency or political subdivision;

(B) Relates to an activity, transaction or function of a state agency or political subdivision; and

(C) Is necessary to satisfy the legal, administrative, fiscal, tribal cultural or historical policies, requirements or needs of the state agency or political subdivision.

(b) Does not include:

(A) Records of the Legislative Assembly, its committees, officers and employees.

(B) Library and museum materials made or acquired and preserved solely for reference or exhibition purposes.

(C) Records or information concerning the location of archaeological sites or objects as those terms are defined in ORS 358.905.

(D) Extra copies of a document, preserved only for convenience of reference.

(E) A stock of publications.

(F) Messages on voicemail.

(G) Records of the Judicial Department or its officers and employees.

(H) Spoken communication that is not recorded. (ORS 192.005)

~~For retention purposes, a “public record” includes, but is not limited to, a document, book, paper, photograph, file, sound recording or machine readable electronic record, regardless of physical form or characteristics, made, received, filed or recorded in pursuance of law or in connection with the transaction of public business, whether or not confidential or restricted in use (ORS 192.005).~~

~~For public access purposes, a “public record” is any writing containing information relating to the conduct of the public’s business, including but not limited to, court records, mortgages and deed records, prepared, owned, used or retained by a public body regardless of physical form or characteristics” (ORS 192.311(5)(a)).~~

~~Board docket items, handouts, administrator files, Board e-mails, social media accounts, correspondence, and minutes are all public records required to be retained and accessible by the public (ORS 192.005, OAR 166-350-0010).~~

~~Purely personal messages, messages that do not pertain to the business of the Board, as well as unsolicited messages and advertisements (spam), are not public records under the retention/disposition aspect of the law but may be accessible to the public under the access portion of the law (ORS 192.355). Confidential records, such as those protected by lawyer-client privilege are not public records.~~

205.3 - Access to Public Records

All board materials are public documents and available to the public upon request. An exception is confidential lawyer-client materials. In addition, work done on private e-mail accounts as well as personally purchased computers and handheld devices might be considered a public record for both access and retention/disposition (ORS 192.355). All Public Records Requests will be coordinated and fulfilled by the Department using the Department's public records request portal and process. The State Board Administrator will notify State Board members if their records are subject to a request. Public Records Requests may be made anonymously and do not require any stated intent.

205.4 - Retention of Public Records

The State Board of Education will follow the retention schedule suggested by the Secretary of State's Archivist (ORS 192.105; OAR 166-350-0010). With the exception of records relating to the Oregon State Lottery, tampering with a public record is a Class A misdemeanor (ORS 162.305).

Public record retention for the Board is managed by the Board Administrator as an employee of the Oregon Department of Education. Records kept by Board members will be turned over to the Board Administrator for required retention, archival and disposal.

205.5 - Archiving Records

The Board shall follow the retention schedule suggested by the Secretary of State's Archivist (ORS 192.105). This process will be managed by the Board Administrator.

Legal/Statutory References

ORS 192.630	ORS 192.670
ORS 192.680	ORS 244.350
ORS 326.041	ORS 182.020
ORS 192.640	ORS 174.130
ORS 244.020	ORS 244.120
ORS 244.130	ORS 192.660
ORS 192.640	ORS 192.650
ORS 192.005	ORS 192.311(5)(a)
ORS 192.005, OAR 166-350- 0010	ORS 192.355
ORS 192.355	ORS 192.105; OAR 166-350-0010
ORS 162.305	ORS 192.105

Board Policy & Procedure Cross References

(Cite all cross referenced policies & procedures here)



State Board of Education

330

Policies & Procedures Manual Updates





Format & Organization



○ Sections I-VIII

- Policy # by Section, where Section I policies are all 100, Section II are 200, etc.
- Procedure (when applicable)

Action Item: Section I - Board Overview



Presented to the Board in January

332



Additional formatting



Additional language regarding ethics violations process

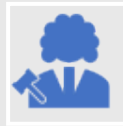
Section I – Board Overview



[Mission, Vision and Values](#)



[Policy #100 - Board Operational Policy and Procedures](#)



[Policy #101 - Board Code of Ethics](#)

[101.1 - Financial Gain](#)

[101.2 - Gifts](#)

[101.3 - Conflict of Interest](#)

[101.4 - Bribery](#)

[101.5 - Official Misconduct](#)

[101.6 - Economic Interest Form](#)

Formerly in Manual as:

- Policy #1: Mission Vision, and Values
- Policy #8: Ethics
- Policy #100: Board Policies and Procedures

First Read: Section II – Board Meeting & Governance

SECTION II
- Board
Meeting
Governance

Policy #200 - Compliance with Public Meeting Law

- 200.1 - Penalties

Policy #201 - Regular Board Meetings

- 201.1 - Meeting Agendas
- 201.2 - Use of the Consent Agenda

Procedure #201P - Public Meeting Procedures

- 201P.1 - Accessibility
- 201P.2 - Notice Requirements
- 201P.3 - Special Meetings Notice Requirement
- 201P.4 - Parliamentary Procedure
- 201P.5 - Quorum Requirements
- 201P.6 - Voting

Policy #202 - Executive Session

Policy #203 - Public Meeting Locations

Policy #204 - Virtual Meetings

Policy #205 - Records

- 205.1 - Minutes and Other Written Records
- 205.2 - Definition of Public Records
- 205.3 - Access to Public Records
- 205.4 - Retention of Public Records
- 205.5 - Archiving Records

Formerly contained in:

Policy #6: Meetings

Policy #8: Ethics

Policy #9: Public Records

Policy #103: Meeting Protocol

Highlights of Suggested Changes Section II

336

Reorganization & some language clean-up

Added Policy on Regular Board Meetings

Added Policy on Virtual Meeting Policy

Updated definition of Public Records to match statute

Updated Retention of Public Records

Will bring back for approval in April



Questions, comments,
suggestions?
