



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, May 16, 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. **Board Member Reports**
Time: 9:05 AM
 - C. **Break**
Time: 9:55 AM
 - D. **Director's Report**
Time: 10:00 AM
2. **Public Comment**
Time: 10:20 AM

A. The State Board of Education will hold space for virtual public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook.	4
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3. **Consent Agenda**
Time: 10:40 AM

A. Prevention Education in Drugs and Alcohol Rule Update: OAR 581-022-2045	39
B. Senate Bill 992 (2023) Implementation: Certificate of Attendance Updates	44
4. **Adoptions**

A. Policies and Procedures Updates Time: 10:45 AM	84
B. Speech Language Stipend Program Time: 11:00 AM Georgeann Harty, Office of Enhancing Student Opportunities	101
C. House Bill 2281 (2023) Implementation: Civil Rights Coordinators Time: 11:15 AM Kate Hildebrandt, Marinda Peters, and Taylor Lewis, Office of the Director	108



D. Audit & Other Financial Appeals-Secure Rural Schools & Communities Act:	122
Temporary Rules	
<i>Time: 11:25 AM</i>	
Tenneal Wetherell, Office of the Director	
E. Regional Educator Network (REN) Request for Application: Temporary Rules	128
<i>Time: 11:40 AM</i>	
Mercedes Jones and Emily McCaffrey, Educator Advancement Council	
5. <u>First Readings</u>	
A. Senate Bill 283 (2023) and Senate Bill 1552 (2024) Implementation: Mentorship Grant Program Administrative Rules Revision: OAR 581-018-0130 - 581-018-0151	153
<i>Time: 11:55 AM</i>	
Mercedes Jones and Emily McCaffrey, Educator Advancement Council	
6. <u>Break for Lunch</u>	
<i>Time: 12:15 PM</i>	
7. <u>First Readings (continued)</u>	
A. Senate Bill 758 Implementation: OAR 581-015-2300 and 581-015-2340	197
<i>Time: 1:15 PM</i>	
Eric Wells and Mike Franklin, Office of Enhancing Student Opportunities	
B. House Bill 2696 (2023) Implementation: Sign Language Interpreter Rulemaking: OAR 581-015-2035	203
<i>Time: 1:35 PM</i>	
Georgeann Harty, Office of Enhancing Student Opportunities	
C. Higher Education and Career Path Skills Standards and Personal Financial Education Standards	210
<i>Time: 1:50 PM</i>	
Beth Wigham, Aujalee Moore, and Alexa Pearson, Office of Teaching, Learning, and Assessment	
D. 2024 Draft Social Science K-12 Standards	276
<i>Time: 2:20 PM</i>	
Amit Kobrowski and Alexa Pearson, Office of Teaching, Learning, and Assessment	
E. Native Hawaiian/Pacific Islander Student Success Plan Grant Program: OAR 581-017-0850 - 581-017-0875	424
<i>Time: 2:50 PM</i>	
Carol Matsuzaki and Mariana Praschnik-Enriquez, Office of Equity, Diversity, and Inclusion	
F. Eagle Charter School Expansion Request	445
<i>Time: 3:20 PM</i>	
Kate Pattison, Office of the Director and Dr. Marie Balance, Eagle Charter School	
G. Essential Skills Assessments for English Language Learners (ELL) Technical Fix: OAR 581-022-2120	461
<i>Written Report Only</i>	
H. Substitution Requests for Instructional Materials	465
<i>Written Report Only</i>	
I. Charter School Waiver Request: Helix Charter School	483
<i>Written Report Only</i>	
J. 2024-2025 Board Leadership Nominations	501
<i>Written Report Only</i>	



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8. Adjourn

Time: 3:50 PM

From: [George Katsinis, AFC](#)
To: [StateBoard Public Email](#)
Subject: SB 3 Implementation
Date: Thursday, April 18, 2024 11:42:39 AM

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

ALCON (all concerned in military language),

My qualifications -

- I took a semester of Personal Finance as a High School graduation requirement in 1977. Remember to this day, and have applied much of the content taught in that class through my adult life.
- Bachelor of Science in Agriculture Education - Oregon State University 1983
- Oregon & Washington Certified Vocational & Science Instructor 1983-2005.
- Teacher when the Personal Finance requirement was dropped in 1997. A sad pendulum swing, when too many parents, school counselors, teachers - "the system" emphasized that students were only going to be successful if they were on an academic / college bound track.
- Volunteer teaching personal finance in community - 2005 - present
- AFCPE Accredited Financial Counselor - Taught financial literacy across the country. Now serving all Oregon National Guard Service Members, Families, Veterans, and civilians in private practice: "Freedom Spending Plans" - 2013 present.
- Serve from the start on State Treasurer's Financial Empowerment Advisory Team (FEAT) - promoting financial literacy across Oregon.

My professional, experiential , and personal opinion -

The personal finance graduation requirement needs the emphasis that only a standalone class can provide. A standalone class is a national best practice and important to correct inequity in the current system that penalizes students from underrepresented communities, who are far less likely to get the financial education they need if a class is not mandatory and guaranteed. It is a mistake to "water down" and spread the content proposed in SB 3 across the curriculum in small "bites". I believe the move away from a standalone class is contrary to the intent of our State Legislature and SB 3, and a short sighted mistake.

George

George Katsinis Jr.

AFCPE[®] Accredited Financial Counselor[®]

Personal Financial Counselor - Oregon National Guard

Civilian Personal Finance counseling practice -Freedom Spending Plans, LLC

cell: 503-949-4090

george@freedomspendingplans.com

george.katsinis2.ctr@army.mil

From: [Lily Hammond](#)
To: chrisb@osaa.org; kellyf@osaa.org; kirsw@osaa.org; missys@osaa.org; monicam@osaa.org; [StateBoard Public Email](#)
Subject: A message from the high school girls of Oregon
Date: Thursday, April 18, 2024 1:36:01 PM

You don't often get email from lilymae386@gmail.com. [Learn why this is important](#)

Hello OSAA, I am an athlete under the osaa. I am a Sophomore and I compete for my school in cross country, swim team, and track. In the past year, I have competed against 2 trans athletes, and watched one biological man destroy fellow female athletes. WE BOTH KNOW, a BIOLOGICAL MAN will beat, a biological woman in a race. They are biological BIGGER, than us woman. They have testosterone, which makes them instantly stronger. Having trans athletes in woman's sports is wrong beyond reason.

As I'm sure you saw, this weekend at the Sherwood meet for speed, Sophomore trans athlete Aayden Gallagher DESTROYED the other girls in her race. She took a woman's dream of getting first. She took a girls spot in the top 10 runners in Oregon. In her 400 meter, Ellis Heslam beat her by under .20 seconds. That is not okay. A 55.47 is crazy for a girl and huge deal that someone ran that. Then for a biological man to come and run that, which mind you is relatively SLOW for a man, it is not fair. YOU ALL KNOW, THAT IT IS NOT FAIR. AND IT IS NOT FAIR. This trans athlete is going to go to state, and possibly win. For WOMAN. And is taking some other girls spot, that another girl deserves.

All of the science shows us that men are faster than woman. It's biological. The fact that you ignore that and say that the stronger gender can race against woman, is wrong and shows blindness to the real world. I am not saying men are better than woman. I am saying that BIOLOGICALLY they are stronger, faster, and will most of the time beat a woman. Having trans athletes take these girls place is wrong and you know it.

Oregon says that it prides itself on women's rights and celebrating women, but Saturdays events show me, and more importantly they show every biological teenage girl in Oregon, including I, who was there at the race and watched Galligar run, that fairness only runs in one direction, quite literally, and that is in the direction of a biological male. What is Oregon going to do to protect these teen girls? Most of them will not be going on to race collegially, they run for the love of the game. And that love was stolen from them on Saturday, and it will be again and again, for the next 3 years as Galligar is only a sophomore, and beyond.

This is wrong. Take trans people out of WOMANS RACES. Out of MY races. They are taking woman out of the running. You are disrespecting every woman in Oregon. And everyone woman who races and competes against trans athletes. Woman in Oregon are not going to get anywhere if this keeps up. We are the laughing stock of the country right now because EVERYONE, EVERYONE across America KNOWS biological men WILL WIN. The fact you see this and don't change it, makes Oregon look dumb and unethical.

Take trans woman, out of woman's sports and competition. YOU KNOW, I am right. And you know that the science says that a man will win. So take the biological woman out. Because you haven't, you are saying woman do not deserve they're spot in these competitions.

Take trans athletes out. It's wrong, and it is an embarrassment for us woman athletes to be a

part of sports in Oregon. And an embarrassment, to compete under OSAA.

Sincerely, a biological female athlete.

From: [Melissa Claar](#)
To: [StateBoard Public Email](#); katherine.hildebrandt@state.or.us; [HILDEBRANDT Kate * ODE](#)
Subject: Public Comment for next Board Meeting: Fairness in Athletics
Date: Thursday, April 18, 2024 1:01:08 PM

Some people who received this message don't often get email from claar.melissa@gmail.com. [Learn why this is important](#)

Dear Kate (and state board),

I'm reaching out to you to beg reevaluation of the policies regarding transgender athletes in girls' sports.

As a hard-working mother of four, and a mom to two daughters, it is incredibly concerning to me when I see a transgender athlete beat out all the girls in their race. Not to mention breaking long held female records. This exact situation happened this last weekend in Sherwood at the 6A track meet. This disparity undermines fair competition. Deserving female athletes will be booted off of podiums and out of record books.

I understand that transgender athletes need a place to compete. Specifically in track and field, could we have a separate category for trans athletes? If we don't find a solution, and immediately stop trans athletes from participating in female sports, girls will be erased from girls' sports altogether. This trend jeopardizes the integrity of girls' athletics and contradicts the principles of fairness outlined in Title IX.

I ask you to address this urgently before the school year is even over. Something must be done to ensure that girls' sports remain a fair playing ground.

Thank you for your time and for reading this email.
Melissa Claar

From: [Michael King](#)
To: [StateBoard Public Email](#)
Subject: public comment: 7.B. Senate Bill 3 (2023)
Date: Thursday, April 18, 2024 9:11:56 PM

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Dear State Board Members,

As a concerned member of the state of Oregon, I strongly advocate for the establishment of Oregon SB3 (Requiring students to complete one half-credit of higher education and career path skills and one half-credit of personal financial education as requirements for a high school diploma.) Financial Literacy without question should be a stand-alone course in Oregon's education system. The importance of financial literacy cannot be overstated, especially in today's complex economic landscape. According to Forbes Magazine, *"A 2023 survey conducted by Payroll.org highlighted that 78% of Americans live paycheck to paycheck, a 6% increase from the previous year. In other words, more than three-quarters of Americans struggle to save or invest after paying for their monthly expenses."*

A dedicated personal finance course would provide students with essential skills and knowledge to navigate their financial futures with confidence. Topics such as budgeting, saving, investing, understanding credit, and managing debt are crucial life skills that every graduating student should possess. By offering a stand-alone course, Oregon schools would prioritize the development of these skills, ensuring that students are well-prepared to make informed financial decisions as they transition to adulthood.

Moreover, integrating personal finance into other courses risks diluting its importance and coverage. While aspects of financial literacy can certainly be incorporated into various subjects, a dedicated course allows for comprehensive coverage of all relevant topics without the risk of being overshadowed by other content and pushed aside.

By investing in a stand-alone personal finance course, Oregon would empower students to take control of their financial well-being and lay the foundation for a financially secure future. It's an investment in our youth that will yield dividends for years to come, fostering responsible financial habits and promoting economic stability within our community.

Michael King
Tigard High School
CTE – BUSINESS DEPARTMENT

From: [Peter J. Walker](#)
To: [StateBoard Public Email](#)
Cc: [Peter J. Walker](#)
Subject: RE: SB3 and Financial Education
Date: Monday, April 22, 2024 2:58:37 PM
Attachments: [image003.png](#)

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

Good afternoon,

I graduated from West Albany High School in 1997, at the tail-end of Oregon's previous requirement that included financial education for high school graduation. As a high school student, I took a personal finance course that included budgeting, check writing, and checkbook management, as well as a separate economics course.

Since then, the State of Oregon has failed to ensure appropriate, foundational education in personal finance.

I started working at Oregon State Credit Union in 2003, and even then, the credit union had employed a full time Financial Education Director whose sole purpose was to try to fill the gaps in our communities that were created by the lack of required curriculum. That position exists to this day, and we remain passionate about the importance of bringing alignment and equity into Oregon high schools: every student deserves the opportunity to begin building a firm financial foundation.

Our credit union has spent countless hours advocating for the formation and passage of SB3, and we were thrilled at its passage. In recent months, however, we have learned about attempts to undercut the original intent of the bill and *not* require financial education as a standalone semester.

This is heartbreaking for us, as we have spent so many years observing the fallout in Oregon after the requirement ended in the late 90's. We interact with students of all ages, as well as their teachers. While a single class may not radically transform every student's life, it helps create alignment and equity, and builds a foundation for the future.

Our credit union provides financial education curriculum to every facility within the Oregon Department of Corrections. The feedback we consistently hear from inmates who have completed the courses is something to the effect of: "If I'd gotten this education sooner, maybe I wouldn't have ended up here."

The stakes are high, and while I can sympathize with the competing priorities and demands on Oregon's teachers and classrooms, I believe it would be a tremendous mistake to undercut the incredible opportunity SB3's passage has presented to emerging and future generations in Oregon. Please support SB3's original intent, and require the separate semester of financial education.

Thank you for your consideration,

Peter Walker
He/him
VP Organizational Development

541-714-4205
541-714-4179 (fax)
PO Box 306, Corvallis, OR 97339-0306
oregonstatecu.com



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6629 SW 88th Avenue
Portland, OR 97223
April 19, 2024

State Board of Education
255 Capitol Street NE
Salem, OR 97310

RE; Adoption of Rules regarding the implementation of SB 3

To Whom It May Concern:

I am an inactive CPA and a member of the board of the OR Council on Economic Education (www.econoregon.org). I was deeply disappointed and saddened to learn of the shortfall in the proposed rules regarding the SB 3, specifically as it relates to personal finance education. As I understand, the Department of Education will give school districts the flexibility to give credit toward the personal finance education requirement even if the material is covered in, say a math class. Knowledge of personal finance is very important in today's world. During my business career for 13 years I originated single family home loans. In that capacity, I saw the financial statements of my clients. Frequently it showed significant debt and very little in the way of assets. We all hear today about the large number of people who have little to no savings, who live from paycheck to paycheck or have maybe at most one months worth of earnings in savings to be able to fall back upon in the very likely event of emergencies. A *complete class on personal finances* will help to mitigate these challenges and assist future generations of Americans become more financially stable.

I strongly suggest that the proposed rules will result in a continuation of the status quo, with an uninformed public who lack the skills in managing their personal finances. I urge you to REQUIRE A CLASS SPECIFICALLY FOCUSED ON PERSONAL FINANCES as this had been suggested at the time that the legislation was written and adopted. I may be reached at rteman@comcast.net or 503 537 8720 in the event of questions.

Sincerely yours,

Ron Eiseman

From: [Sue Suttich](#)
To: [StateBoard Public Email](#)
Subject: "public comment: 7.B. Senate Bill 3 (2023)".
Date: Thursday, April 18, 2024 8:00:46 PM

You don't often get email from suttich4503@gmail.com. [Learn why this is important](#)

I am writing in support of SB3 regarding personal finance and careers both being a stand alone course. The law was clear that personal finance and careers must be stand alone courses. Many educators, myself included, were asked how this should be rolled out and the one thing we all stated was that it needed to be a stand alone course, not farmed out to other classes. I taught personal finance for ten years at Tigard High School. It was hard to cover in one semester all the information students need to be successful in their financial life. But because it was one full semester (stand alone) every class we were able to build on the curriculum from the last class. Students were able to tie in their credit score with what they will pay for insurance. They were able to tie in their knowledge on interest rates with what a student loan might cost them. They were able to tie in a budgeting assignment with what apartment they might be able to afford. They were able to tie in compound interest knowledge with why it is important to start saving for retirement early. The list goes on and on. My students loved the course so much they wanted more. So I also started a second finance class building on the first one; it was full every year.

My understanding is the state has already tried to have "standards for personal finance" in other classes like math and economics and I can tell you they were never covered in those classes. I tried to get my economics teacher to have me come in and talk to the seniors about budgeting and she wouldn't do it "not enough time to bring in another topic" was her response. I know math teachers never taught it as they had their own curriculum to cover. It is very clear the way the state/dept of education has been doing it the last 20 years has not worked. Student debt is higher than ever, filing for bankruptcy is way up and you can ask graduates/adults finance questions and they can not answer any of them.

Please, do the right thing. This law was very clear that these two classes were to be stand alone classes so that students get the knowledge they need to be successful in their adult life. Do not water it down or farm it out to say you are "checking off the boxes". It doesn't work and for once it would be nice if you believed the professionals who teach it now, personal finance teachers. They know better than you what will work in the classroom.

Stand Alone Only-just like the law was passed to be.

Thank you-Sue Suttich

From: [President OSCA](#)
To: [StateBoard Public Email](#)
Subject: SB 3
Date: Monday, May 6, 2024 9:14:53 AM

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

To whom it may concern:

I am writing to you on behalf of the Oregon School Counseling Association (OSCA) Board to express our concern over the decision to include school counselors as possible instructors for the Career and College Planning course which is part of the new high school graduation requirements outlined in SB 3.

While high school counselors have the training and expertise in career development and exploration they do not have the capacity to teach a course AND deliver a comprehensive school counseling program which covers academic, personal/social and post high school domains.

We can appreciate ODE's desire to make this credit requirement less of an FTE burden for districts, particularly our more rural districts, but at what cost? Given the [extreme lack of available providers to address the mental health needs as recently reported on by The Oregonian](#) our counselors are our mental health first responders and are doing everything they can to fill this crisis level gap in our state. Counselors already struggle to implement counseling programs and taking counselors away from their primary role could further impact the mental health crisis in our state and potentially increase the risk of losing more students. This decision that ODE is making has very real tradeoffs and serious risks.

Furthermore, our role as a counselor is to be an advocate for students and their families. Our concern is that by recommending counselors to be classroom teachers we are jeopardizing our relationships because we will be tasked with evaluating student academic progress in a class.

As counselors, we welcome the opportunity to be included in the planning and delivering components of the Ed Plan and Profile via our comprehensive guidance lessons. Historically, courses that focus on college or career exploration are ones where counselors would partner with a classroom teacher, to help teach specific lessons or share resources with students. We would like to continue this model.

I am happy to discuss our concerns further if you would like to engage with me directly. Thank you for listening to our concerns.

Sincerely,

Amy Henry
School Counselor
Benson Polytechnic High School
Board Chair, OSCA
oscapresident@oscainc.org; 503-916-5100 x86434

From: [Art](#)
To: [ROSENBERG Corey * ODE](#); [MARTINEZ-ZAPATA Guadalupe * STBRD](#)
Subject: Fwd: Repeating the 1930s - Oregon Skips Jewish American Heritage Month
Date: Friday, May 3, 2024 12:16:32 PM

Happy Friday!

Please add this email to my public comment for the May 16th Board meeting. Also, please forward this to all Board members, including students, and confirm.

Thank you,

Art

----- Forwarded message -----

From: **Oregon Parents' Rights** <arthur@oregonparentsrightrights.ccsend.com>
Date: Fri, May 3, 2024 at 11:48 AM
Subject: Repeating the 1930s - Oregon Skips Jewish American Heritage Month
To: <professorwit@gmail.com>



The Governor, ODE, and State Board of Education
Reneg on Their Commitment Towards
Jewish American Heritage Month

What a difference a year makes

Last May, Governor Tina Kotek and the Oregon Department of Education (ODE) announced Jewish American Heritage Month, signaling recognition of the rich and enduring contributions of Jewish Americans.

This gesture was part of a broader commitment by the ODE and the Oregon State Board of Education to respond positively to discrimination, including taking a firm stand against racist and anti-Semitic remarks and comments throughout 2023.



Is Oregon returning to the 1930's?

However, this year's response to similar issues has been markedly different. Faced with protests and pressure, both the ODE and the Board of Education seem to have shifted their stance, aligning more with the voices of national student protestors rather than maintaining their previously staunch support against bigotry. It appears that the once vocal champions for diversity, equity, and inclusion (DEI) have developed a selective muteness, failing to consistently advocate for the principles they once upheld.

Intermittent Inclusion at Its "Finest"

The "I" in DEI stands for 'Intermittent' in our state.

This year, the usual recognition for Jewish American Heritage Month has mysteriously vanished from the calendar. It's almost as if our leaders—Governor Tina Kotek, Director

Charleen Williams of the Oregon Department of Education, DEI Czar Carmen Urbina, and Guadalupe Martinez Zapata, Chairman of the Oregon Board of Education—have collectively decided to play a less than stellar game of hide-and-seek with their responsibilities.

A Disturbing Trend of Anti-Semitism

While the rest of the nation celebrates this heritage month with due respect, our state leaders appear to have conspired to neglect it, showcasing a troubling pattern of selective attention and, frankly, a whiff of antisemitism. At a time when support and solidarity are most needed, this oversight is not just disappointing—it's downright shameful.

A Call to Action

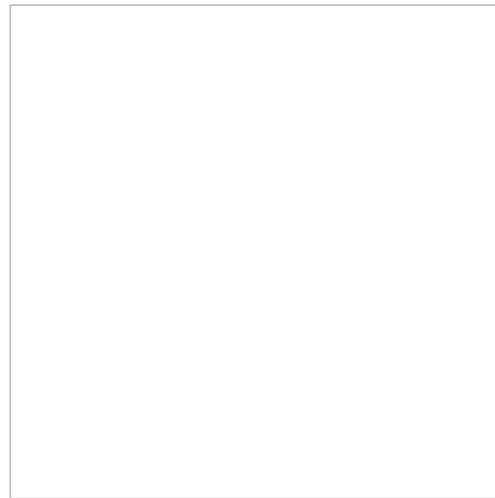
Shame on Governor Kotek and her so-called DEI "success team" for setting such a poor example for our students. It's clear that in Oregon, DEI stands for "Doesn't Even Include."

Let's demand better for all students and all communities. Our diversity is our strength, and it's high time our leaders remembered that every month of the year.

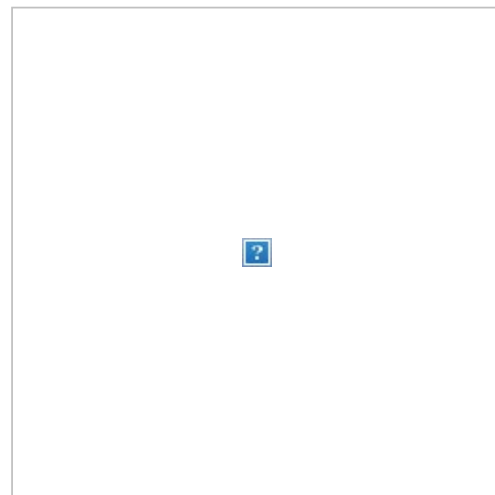
Stay informed, stay engaged, and let's make sure our voices are heard.

Oregons Year of Anti-Semitism

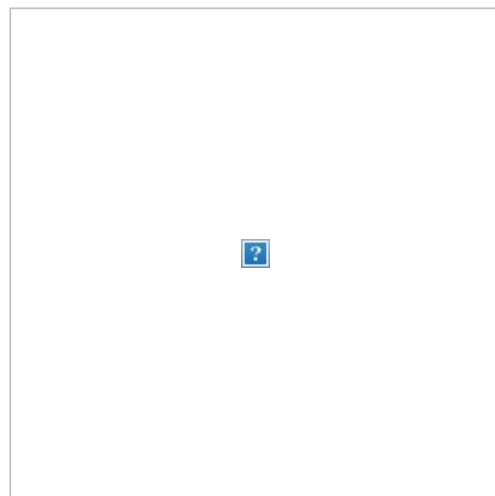
Take a look at the [2023 ODE proclamation celebrating Jewish American Heritage Month](#) before it's archived—highlighting the stark



Guadalupe Martinez Zapata, Chairman of the Oregon Board of Education



Governor Tina Kotek



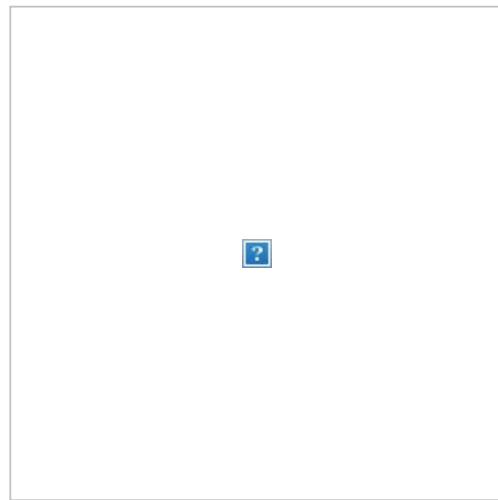
Charleen Williams, Director ODE

contrast a year of neglect and antisemitism can make.

We're sharing the link and resources to underline just how much has changed.

Warm regards,

Art Witkowski
ProfessorWit@gmail.com



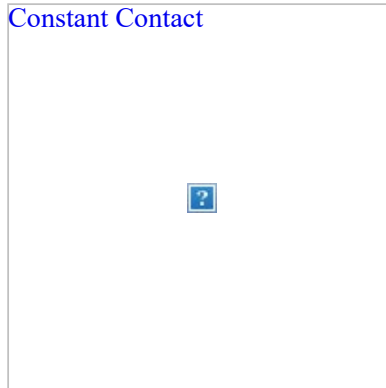
Carmen Urbina

My Journey to Activism

Oregon Parents' Rights | 6564 WHISPER CREEK LOOP NE | KEIZER, OR 97303 US

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From: [Art](#)
To: [ROSENBERG Corey * ODE](#); [MARTINEZ-ZAPATA Guadalupe * STBRD](#)
Subject: Fwd: Oregon Jewish Heritage Month and DEI
Date: Sunday, April 28, 2024 1:29:59 PM

Hello,

Chag Sameach!

Please forward this email to all Oregon Board of Education members, including students, and confirm.

Please also confirm and include it in the Public Testimony and Comment folder for the upcoming May 16th meeting.

Thank you.

Art Witkowski

----- Forwarded message -----

From: **Oregon Parents' Rights** <arthur@oregonparentsrightrights.ccsend.com>
Date: Sun, Apr 28, 2024 at 11:39 AM
Subject: Oregon Jewish Heritage Month and DEI
To: <professorwit@gmail.com>



As we step into May, we spotlight a significant yet often-overlooked celebration of
Jewish Heritage Month

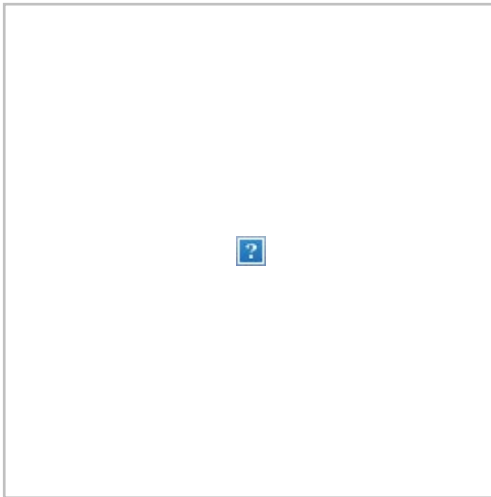
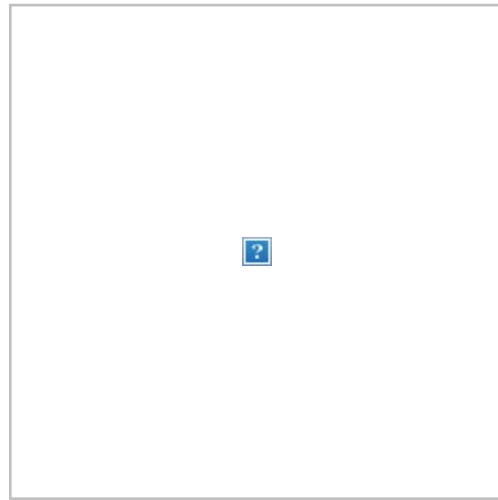
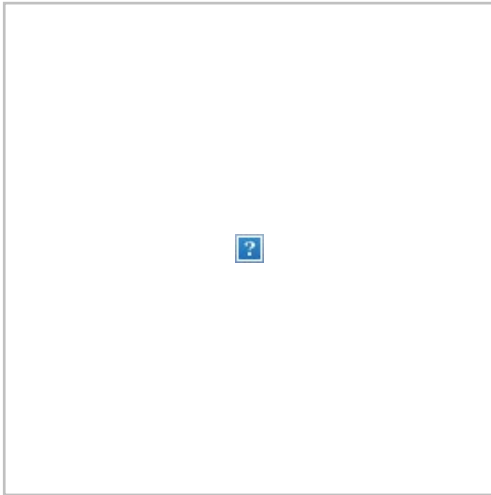
It's time for the Oregon Governor's Office and the State Board of Education to align their proclamations with the fervor and respect shown during Hispanic Heritage Month and Pride Month.

This isn't just a request; it's an expectation for equity that mirrors the state's commitment to Diversity, Equity, and Inclusion (DEI).

The "I" in Oregon DEI should stand for 'Inclusive,' not 'Intermittent.'

**Proclamation for Hispanic
Heritage Month**

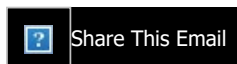
Proclamation for Pride Month



Set the Standard: Governor and Board Actions

Governor and State Board Responsibilities

- Governor's Leadership: We expect Governor Tina Kotek to champion this cause by issuing a timely proclamation for **Jewish Heritage Month**, demonstrating that all cultural heritages are valued equally in Oregon.
- State Board's Role: Similarly, the Chairman of the State Board of Education must endorse and actively promote **Jewish Heritage Month**. These leaders must not only follow but also set exemplary standards in Oregon's DEI efforts.



May is National Jewish Heritage Month

As we approach May, we keenly observe and hope Governor Kotek will continue this tradition with a timely proclamation for **National Jewish Heritage Month**, ideally before May 1st.

This would mirror the ceremony and spirit previously shown for other heritage months. Oregon Parents' Rights would be pleased to assist in including Jewish-American student and parent voices during the next State Board of Education meeting in May.

While the ODE and the Board actively celebrate and monitor other sub-populations of Oregon's students, we eagerly anticipate the same enthusiasm and positivity for celebrating Jewish-American Heritage Month in 2024.

National Recognition and State-Level Action

Presidential and State Proclamations

Nationally, the President signs [a proclamation recognizing Jewish Heritage Month each May](#).

This tradition, especially pertinent given current world events, is a model for state governors to emulate.

We advocate for the Oregon Board of Education to dedicate part of their May meetings to celebrate Jewish Heritage, acknowledging this vital yet often overlooked segment of Oregon's student population.

Inclusion Beyond the Usual Demographics

Consideration for Israeli American Students

As we continue to track various demographic subpopulations within our student body, it's crucial to ask why certain groups, such as Jewish students, have not been given similar consideration under DEI initiatives.

Like other sub-population groups monitored for equity and inclusion, Jewish students represent a unique cultural and historical perspective that deserves recognition and support within our educational frameworks.

Call to Action

A More Inclusive Future

We urge the Oregon Board of Education to plan and implement activities at their next meeting that recognize and celebrate the diversity of all students, including those from Israeli backgrounds. Such initiatives enrich our educational environment and foster a broader understanding and acceptance among students of different heritages.

Expectations and Engagement

We expect the Board to honor Jewish Heritage Month with the same vigor and commitment as other heritage months.

Your support and advocacy are vital as we work towards a more inclusive and equitable educational system in Oregon. Let's ensure that every student's heritage is recognized and celebrated, contributing to a richer, more diverse learning

experience.

Thank you for your continued support and commitment to enhancing diversity and inclusion within our schools.

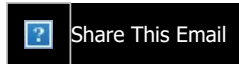
Surely, ODE and the Board will issue a similar proclamation for [Jewish Heritage Month](#) in May, continuing their commitment to recognizing important observances throughout our state.

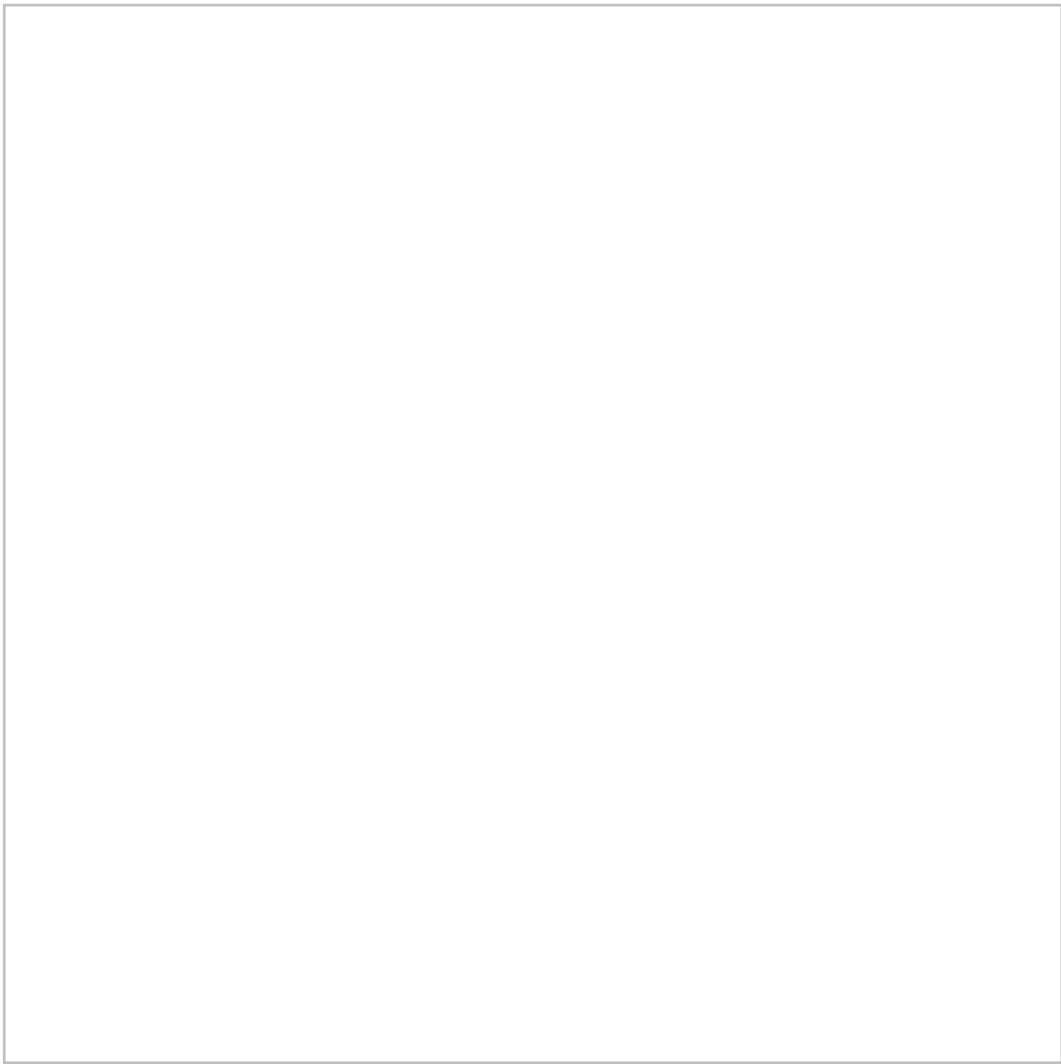
Oregon Parents' Rights would love to collaborate with the Oregon Board of Education to gather input from Jewish-American students and their parents, ensuring their voices and perspectives are considered in our educational policies and the next Board Meeting on May 16, 2024

Best regards,
Art Witkowski

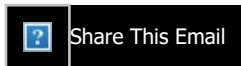
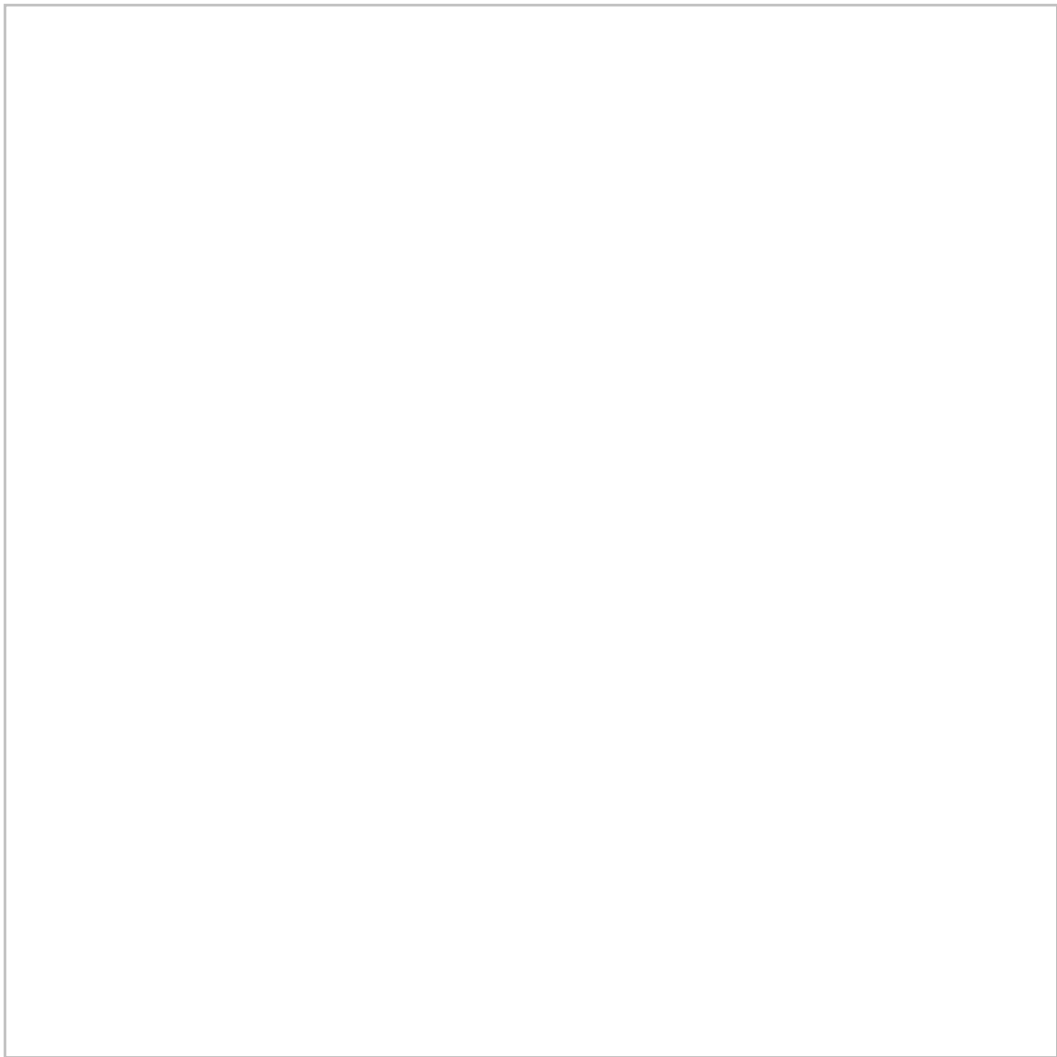
Oregon Parents' Rights

Also, we appreciate Governor Kotek's proclamation of April as Oregon Safe Digging Month and February as Oregon Truffle Month, see below.





And Governor Kotek's proclamation of February as Oregon Truffle Month.



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Unveiling the Truth

What's Really Behind the Board Ban on Patriotism

No Pledge of Allegiance for You

However, let's not forget the Soup Nazi's downfall —his control slipped away when Elaine stumbled upon his recipes



Questionable Board Meeting Practices

Lack of Transparency in Meeting Notifications

We've noticed a troubling trend with the Oregon Board of Education's handling of meeting notifications. Recently, details about meeting sites have been disclosed only a couple of days in advance, with the Board merely providing the dates beforehand. What could they possibly be hiding?

The last-minute announcement of the North Bend meeting site raises serious questions about the integrity of conducting public meetings. Why was the notification rule suddenly decreased to the bare minimum? This lack of transparency does not align with open and honest governance principles.

The Pledge of Allegiance Controversy

Vanishing Acts and Restrictive Measures

- Historical Context: The decision to remove the Pledge of Allegiance from the meetings occurred around 2017.

- Disappearing Evidence: Subsequently, related online videos, agendas, and minutes mysteriously disappeared from the Board's website and YouTube channel for the next two years, long before COVID-19.
- Freedom of Information Action: In response, we have filed a FOIA request for complete, unedited copies of all board videos and associated documents. We are committed to letting you know and will let you know about any developments.

Resistance from the Board

In a striking move at the latest board meeting, the chairman took us on a nostalgic trip back to the '90s, likening our simple request to reinstate the Pledge of Allegiance to the antics of extremist groups from that era.

"Ah, misinformation, how you are killing us!" seems to be the favorite hit single at these meetings. Each time clarity or rationale is requested, the chairman acts more like a magician, promptly making any substantive discussion disappear without a trace.

Oregon Parents' Rights Leads the Charge

Upcoming Initiatives

- Veteran Involvement: For the meeting scheduled on May 16th, we've enlisted the help of Oregon's honored military veterans and first responders. These patriots will pre-register to lead the Pledge of Allegiance, inviting voluntary participation from all board members and attendees.

Looking Forward

As our first foray into collaborative reform with the Board—what we're calling Oregon Board of Education 2.0—we are optimistic about the potential for positive change.

Oregon Parents' Rights is dedicated to restoring the Board's former efficacy while ensuring a future where transparency, respect, family values, and patriotism are at the forefront of our educational system.

We thank you for your continued support and look forward to a long and mutually rewarding relationship as we strive to bring our educational governance back to a standard of excellence that benefits everyone.

Stay Informed, Stay Engaged!

Best regards,

Art Witkowski
Oregon Parents' Rights

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Sent by arthur@oregonparentsrights.ccsend.com powered by



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From: [Art](#)
To: [ROSENBERG Corey * ODE](#)
Subject: Fwd: Secrets Unveiled at Oregon Board Meeting
Date: Friday, April 19, 2024 11:22:08 AM

Good Morning,

As Board of Education ODE Administrator, please forward this to all board members and confirm, including students.

Thank you.
Aet

----- Forwarded message -----

From: Oregon Parents' Rights <arthur@oregonparentsrightrights.ccsend.com>
Date: Fri, Apr 19, 2024 at 10:25 AM
Subject: Secrets Unveiled at Oregon Board Meeting
To: <professorwit@gmail.com>



Secrets Unveiled at Oregon Board Meeting

Unveiling a New Era in Education Governance

Heartfelt Thanks and Surprising Allies

First and foremost, I want to extend my deepest gratitude for your personal and collective support during yesterday's Oregon Board of Education meeting.

It was encouraging to learn that our views are shared widely, not just within ODE but also inside the Capitol and across Oregon's educational landscape, highlighting the broad support for our perspective throughout the state.

Enjoy the Weekend

Happy Friday to all! With the beautiful weather on our side, I hope everyone takes the opportunity to relax and enjoy the weekend ahead. It's well deserved!

The Meeting in Brief

Yesterday, a new chapter began: **Oregon Board of Education 2.0**, a board that is moving towards representing ALL Oregonians and ALL Oregon parents. Family values and religious beliefs need to be placed above DEI.

We promise always to present the truth, and we're taking this weekend to ensure our message is fair and honest. We'll delve deeper into the discussions and outcomes in our next update, but for now, enjoy the weekend as we prepare for the evolving landscape of the Oregon Board of Education 2.0.

Please stay tuned for more updates as we navigate these changes together.

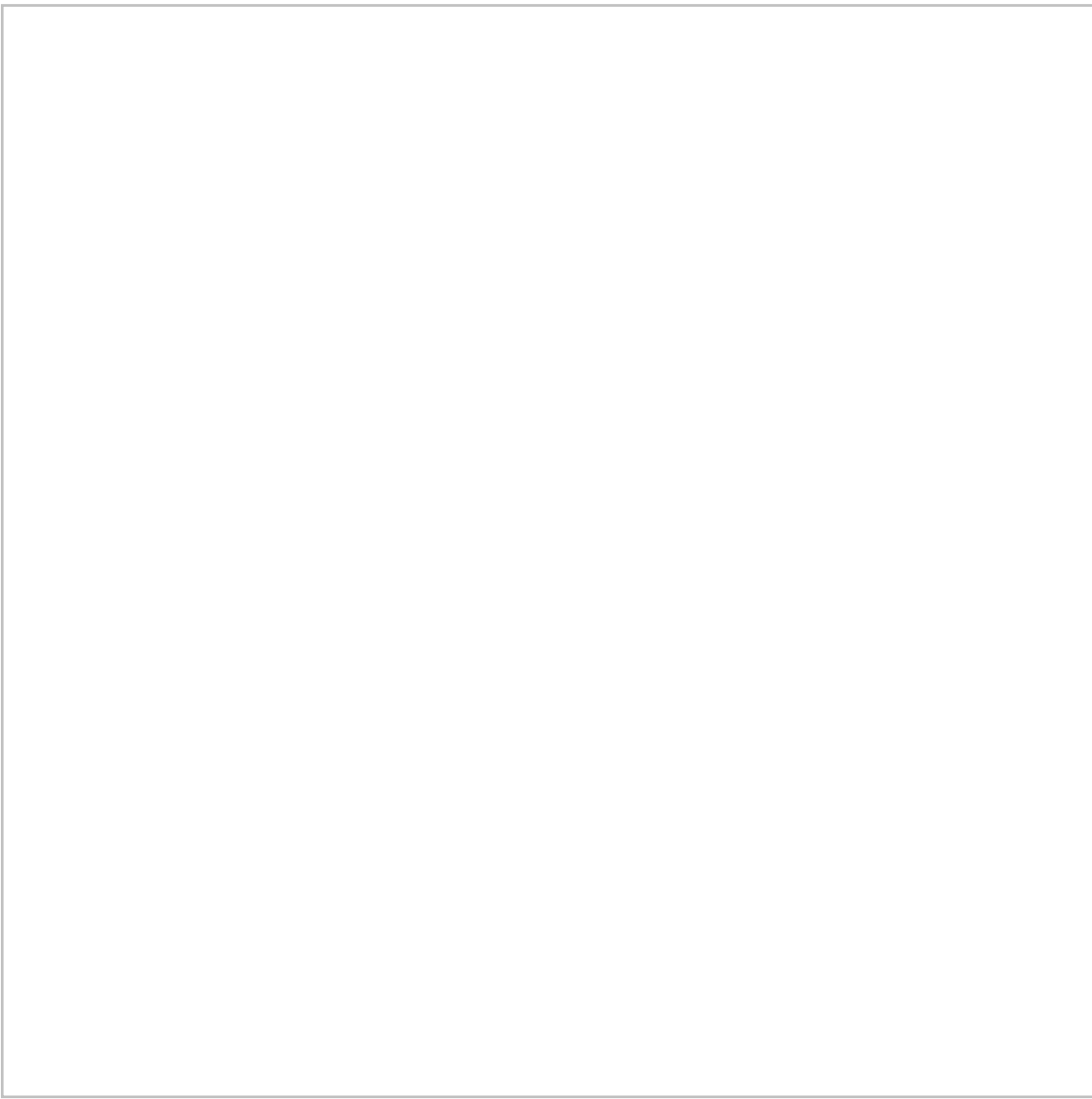
ProfessorWit

P.S. Oddly enough, the Pledge of Allegiance was still missing from the meeting, but don't worry, it's on its way back. Isn't it peculiar? When decisions that fail to represent all Oregonians are made, the loudly championed principles of DEI seem to fade away, applying only to certain groups mysteriously. Talk about selective diversity, equity, and inclusion!

Also, there's some brewing discontent among board members, with murmurs about ODE's latest attempts at tightening the reins on censorship. Living behind a firewall isn't just about protection—it cuts both ways. Keep an eye out for more spicy details in next week's update!


We'll unpack the juicy details in next week's update, so stay tuned!

Every Student, Every Day



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From: [Erika Trautman](#)
To: [StateBoard Public Email](#)
Subject: Fairness in Female Sports Needs Your Attention
Date: Thursday, April 18, 2024 1:49:22 PM

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

I would like to register my concern regarding the Gender Identity Participation policies currently in place with OSAA. While it is important that all students are able to participate in Oregon athletics, it is essential that female athletes are protected in the process.

By now, you are well aware of the unfairness that occurred in the results of the meet in Sherwood, OR, on Saturday, April 13, 2024. In that meet, Aayden Gallagher registered results in the 200m and 400m that placed Aayden as one of the top 4 girls in the state. Those same results would have ranked 404th and 935th in the boys state rankings in those same races.

Results like this have consequences.

Girls will be stripped of their podium spot they have worked hard to earn.

Girls will no longer hold records for girls sports.

Girls who have worked hard to represent their District at State will be robbed of the opportunity.

Pretty soon, there will be no biological girls remaining in the top spots of girls sports. This is an absolute misuse and contradiction of the intent of Title IX.

It is time for the OSAA to take a stand and follow the NAIA, which oversees 249 colleges, in protecting female athletes. On April 8th, 2024, NAIA officially banned trans athletes from participating in a sport opposite of their birth gender. According to the NAIA president, Jim Carr, "We also think it aligns with the reasons Title IX was created. You're allowed to have separate but equal opportunities for women to compete."

While it is true that everyone should be able to participate in athletics, you must reevaluate the Gender Identity Participation rules within OSAA to ensure unfair advantage is not attained by transgender athletes and girls sports remain available, fair, and safe for girls.

Thank you,

Erika Trautman



May 14, 2024

State Board of Education
Department of Education
255 Capitol Street NE
Salem, OR 97310

RE: Implementation of Senate Bill 3

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

On behalf of the National Endowment for Financial Education (NEFE), which has long championed effective financial education, **I strongly urge the adoption of Option B relating to Senate Bill 3.** Not only does Option B follow the intent of the legislation, but it also will provide the best outcome for students.

34

NEFE has been working in financial education for over 30 years, and we are a nonprofit foundation, entirely independent, noncommercial and nonpartisan. As a prominent research organization, we have focused on quality interventions and using data to support economic well-being initiatives. By leading and encouraging best practices and knowledge-sharing, we are committed to improving the effectiveness of financial education and raising awareness of the other factors affecting financial well-being for all Americans.

NEFE strongly supports a stand-alone semester course that all students must take to graduate. The legislation clearly specifies the requirement for a stand-alone course and already provides flexibility for districts in implementation. The financial education requirement can qualify for another credit, such as math, economics or an elective.

Research has shown that when a personal finance course is not required, students in less affluent areas are less likely to receive the course. Female students are also less likely to opt into financial education when it is not required. A 2018 Montana State University study, which NEFE funded, finds that state-required high school financial education increases the likelihood that students apply for financial aid, raises the possibility of receiving aid that does not have to be repaid, decreases the number of private loans utilized, and lessens the probability students carry credit card balances. Research demonstrates that effective financial education positively impacts an individual's financial health, and a required, stand-alone course is critical to optimizing those benefits.



According to the Oregon Financial Wellness Scorecard, Oregonians' overall financial knowledge decreased in recent years. In 2018, the average was 5.08 on a 1-7 scale, and in 2021, the average was 4.97. Financial confidence also decreased in the same period from 5.73 to 5.65. Effective financial education can reverse these losses.

Unlike Option B, Option A would not guarantee that all students receive at least a semester's financial education content. Embedding the material in another course will dilute the standards and lead to inequitable dissemination of the material. Option A would be a disservice to students who are not provided with the full value of the requirement.

Passing requirements for personal finance instruction for young adults is commendable, but an insufficient offering can do more harm than good and may be worse than having no requirement. Our data show that 88 percent of US adults support at least a full semester stand-alone course and 80 percent of those surveyed also say they wish they had been required to take at least a full semester course. Americans broadly see the importance and need for this course. Further, integrating thoughtfully designed financial education should supersede makeshift solutions that ultimately transfer burdens onto educators.

35

As a former public school teacher and college professor, I understand the strains placed on instruction in public education. There has always been debate over what reasonably can be achieved given the number of hours in a school day. Financial education is important enough to merit some of that precious time—particularly when it is designed to complement a student's overall education with input from real education experts: teachers. We must consult—and listen to—teachers to fully understand potential implementation challenges. Furthermore, investing in teacher training and professional development in financial education to empower educators with the material necessary for success.

NEFE urges the Oregon State Board of Education to implement Option B to provide fair and equitable access to financial literacy for all Oregon students. This option follows legislative intent and still allows for flexibility for districts while offering the greatest impact for students. NEFE wholeheartedly supports Option B and is available to provide research and resources for an effective implementation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Billy J. Hensley".

Dr. Billy J. Hensley
President and CEO
National Endowment for Financial Education

John R Tibbetts
Chair, Oregon Council on Economic Education
7060 SW 81st Ave
Portland, OR 97223



State Board of Education
Re: Personal Finance Course Requirements

Board Members,

May 14, 2024

On behalf of the Oregon Council on Economics Education I am writing to express our support for rules requiring a stand-alone Personal Finance course as a graduation requirement. We strongly urge the board to require the course be taught as originally envisioned by the authors of the legislation and the public and groups which came together to craft and support SB3 – as a standalone course.

Research indicates a standalone class is a national best practice. In order to correct current systemic inequities that penalizes students from underrepresented communities, we must change the way we are educating students. Explicitly not requiring Personal Finance be a standalone class shortchanges Oregon's students. They deserve better.

The rules for Personal Finance should be stringently crafted and require a personal finance course taught by teachers with appropriate professional qualifications - usually a social studies endorsement (traditionally the field of study for economics and personal finance instruction) or a business teacher who may also have the requisite skills. In our considered opinion, the only responsible substitutes for a personal finance course would be an economics or business course. Even then, there should be strong personal finance component.

Members of our Board attended various meetings which advocated for the passage of SB 3. Two of our board participated in the Department of Education committee to craft personal finance standards. It was clear, given that Oregon students are graduating without being taught the requisite financial literacy skills, a standalone personal finance course is warranted. Many students come from families living below or near the poverty line and therefore may not be taught financial skills at home.

Oregon needs to require a Personal Finance course, so our graduates are better prepared to meet the complex requirements of being functioning, equipped, responsible adults in the complex global economy.

Respectfully,

A handwritten signature in black ink, appearing to read "John R. Tibbetts", written over a white background.

John R. Tibbetts

229-848-3067

JTibbetts4@gmail.com

Economics, Personal Finance - Empowering and equipping teachers

<https://www.Econoregon.org>

From: [Eakin, Gene Allen](#)
To: [StateBoard Public Email](#)
Subject: Public Comment
Date: Monday, May 13, 2024 10:50:04 AM

You don't often get email from gene.eakin@oregonstate.edu. [Learn why this is important](#)

5/13/24

Madam Chair, Director Williams, and Members of the Board,

I am Dr. Gene Eakin. I have been a school counselor, school counselor educator, and/or school counselor advocate in Oregon for 48 years. I provided information at the State Board of Education meeting on 5/18/23 about the steps being taken by a team of school counselors, Oregon State school counselor educators, Willamette ESD staff, and Oregon Department of Education personnel to develop an online course for district administrators and their counseling teams. The purpose of the course is to help district teams develop and implement their comprehensive school counseling programs consistent with OAR 581-022-2060 and the Oregon Framework. The course will be available for five years and course developers will hold office hours twice a month so questions from districts can be answered.

I also requested at this meeting that Superintendent Gill provide instruction to ODE staff responsible for communicating about Division 22 Standards that they provide information about the course as well as completing the OAR 581-022-2060 Comprehensive School Counseling Program Checklist.

I am pleased to report that Superintendent Gill honored this request. The ODE Division Standards newsletter issued in August, 2023 devoted a full page to Oregon Comprehensive School Counseling.

I am also beyond satisfied to report that our team completed the development of the course. You will find it at <https://www.comprehensiveschoolcounseling.com/>. This course may be the one of the most significant contributions to the delivery of comprehensive school counseling services to Oregon students since 1996 when legislation mandating school districts provide such services was first passed.

The course was developed with the **Belief** that *All students have the right to equitable access to a school counseling program that promotes academic, career, social/emotional, and community involvement development and improves student outcomes for all students, including students historically and currently marginalized by the education system.*

And the **Vision** for this course is:

By the 2026-27 school year, at least 80% of the students in Oregon will be receiving the comprehensive school counseling services specified in OAR 581-022-2060. By that time, school

superintendents will have adopted the practice of meeting with their school counseling team or the school counseling team lead to review the OAR 581-022-2060 compliance checklist.

The Mission is:

By the 2026-27 school year, at least 80% of districts will be in compliance with OAR 581-022-2060.

I will also share that the Oregon School Counselor Association Advocacy Committee is advocating for the need for additional resources for smaller districts to develop and implement their comprehensive school counseling programs. We see the disparity in resources between our smaller and our larger districts as a tremendous equity issue disadvantaging students in our smaller districts. We have invited the [Governor's Education Advisor](#) and the [House and Senate Education Committees](#) for assistance in addressing these disparities. We have yet to receive any indication of their support in *ensuring that all students have the right to access comprehensive school counseling program services*. We issue this same invitation to you – the State Board of Education. Please join with us in our Mission to ensure more students receive the services they deserve.

Respectfully,

Gene Eakin, PhD

Oregon School Counselor Association Advocacy Chair

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 3.A.

<p>SUBJECT: OAR 581-022-2045 Substance Use Prevention and Intervention Plan 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 type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> No Presentation</p>
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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 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: This is the second reading for the Board on the rule update. Since the first read by the Board, an additional change was made on the recommendation of the RAC to include students as part of the consultation team that reviews that plan prior to approval by the local school board. This change is reflected in section (2) in the attached revised rule.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 3.A.

POLICY ISSUE OR CONCERNS

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.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 3.A.

- Avoid perpetration of scare tactics, shame, and stigma – examine biases and create judgement free zones.

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: [581-022-2045 Prevention Education in Drugs and Alcohol](#)

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~~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.

(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~~

(be) Policies, rules, and procedures which:

- (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, students, 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

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 3.B.

<p>SUBJECT: SB 992: Diploma Options STAFF NAME & OFFICE: OESO: Shava Feinstein, Don Dorman, Eric Wells</p> <p>Senate Bill (SB) 992 (2023) repealed the alternative certificate and introduced a certificate of attendance as a high school completion option. Current Oregon Administrative Rules (OARs) provide a pathway to an alternative certificate but not to a certificate of attendance. OARs need to be updated to be in alignment with statutory changes.</p> <p><input type="checkbox"/> New Rule <input checked="" 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 type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> No Presentation</p>
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BACKGROUND

History and Purpose

SB 992 (2023) created new provisions in Oregon Revised Statutes (ORS) related to high school completion options. ODE is proposing rule updates to align existing OARs with the new provisions established in SB 992.

Prior to January 1, 2024, Oregon students attended high school in pursuit of a standard, modified, or extended diploma and – if they did not satisfy the requirements for one of those diplomas – may still have met requirements for and been granted an alternative certificate. The awarding of an alternative certificate was subject to the requirements established by the board of the school district or public charter school.

Starting January 1, 2024, SB 992 removed the option for school districts to award an alternative certificate. Instead, if they are eligible, students who do not satisfy the requirements for a diploma can be awarded a certificate of attendance. In order to be eligible for a certificate of attendance, students must have: (1) maintained regular full-time attendance for at least four years beginning in grade nine and (2) met requirements established by the board of the school district or public charter school.

Current OARs reflect high school completion options that existed prior to the enactment of SB 992, but do not yet align with the requirements established in SB 992. Accordingly, the following OARs must be updated to align with ORS requirements established by SB 992:

- **581-022-2000: Diploma Requirements** (First effective 9/97; Last amendment effective 4/22; Minor correction effective 8/22)
- **581-022-2010: Modified Diploma** (First effective 5/08; Last amendment effective 3/22)
- **581-022-2015: Extended Diploma** (First effective 12/09; Last amendment effective 3/22)
- **581-022-2020: Alternative Certificate** [to be renamed **Certificate of Attendance**] (First effective 5/08; Last amendment effective 2/12; Renumbered 7/17)

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- **581-023-0008: Accountable Activities for Alternative Education Programs** (First effective 12/87; Last amendment effective 8/08; Minor correction effective 8/19)
- **581-016-0710: High School Requirements for Graduation** [Oregon School for the Deaf] (First effective 9/97; Last amendment effective 4/22)

In each of these rules, references to alternative certificates have been replaced with references to certificates of attendance. In addition, the rules for Modified Diploma, Extended Diploma, and Alternative Certificate (to be renamed 'Certificate of Attendance') include the specific parent notification and reporting requirements for each of those options as established in SB 992. Each of these rules also adds the requirement established in SB 992 for all public high schools and public charter schools to offer courses on site which are needed for diploma completion.

In sum, the requested changes replace references to the "alternative certificate" with reference to a "certificate of attendance" as an option for high school completion when a student is unable to obtain a regular, modified, or extended diploma. They also establish the requirements to obtain a "certificate of attendance" and ensure the provisions of SB 992 are included within applicable OARs.

Board Discretion

ODE is only proposing statutorily required changes. Accordingly, there are no areas of discretion for the Board within the current recommended updates. However, the Board has the discretion to recommend additional updates beyond the proposed revisions.

Partner Engagement / Community Input and Voice

Thoughtful community engagement was designed to ensure feedback from the greatest number of partners and impacted individuals possible was incorporated into the revisions being proposed today. The engagement included a survey highlighting the proposed changes and providing an opportunity to voice questions and concerns. Survey outreach focused on special education directors, parents, support agencies, special educators, and education partners such as the Rules Advisory Committee (RAC), State Advisory Council for Special Education (SACSE), ODE District Support Specialists (DSS), and Regional Technical Assistance Providers (RTAPs). Our team also requested that agencies and districts share the opportunity to send feedback to the SB 992 community input site with their partners through their established engagement channels. Through these efforts, over 125 people provided helpful feedback and suggestions on the draft rules.

SUMMARY OF PREVIOUS BOARD ACTION

These proposed rule changes were brought before the State Board for a First Read on April 18, 2024. There were no suggestions for changes to the proposed rule amendments.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

No; same as last month

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POLICY ISSUE OR CONCERNS

SB 992 addresses policy issues related to students who are unable to satisfy the requirements for Oregon diplomas. Accordingly, ODE's community engagement outreach for these proposed rule revisions primarily sought input from staff, parents, caregivers, and students who have experience related to navigating Oregon's graduation requirements. ODE specifically sought input from individuals knowledgeable about and experienced with pursuing graduation for students with disabilities, as this group of students has historically been impacted by ableism, which results in reduced graduation opportunities. Tribal consultation was not conducted.

Regular full-time attendance is not defined in SB 992 or in the proposed revisions to OAR 581-022-2020 (Alternative Certificate, which ODE is proposing renaming to Certificate of Attendance). School districts will accordingly need to make appropriate fact-specific determinations related to regular full-time attendance prior to awarding a certificate of attendance. As such, the requirement for regular full-time attendance for at least four years beginning in grade nine could present a barrier for students who receive homebound instruction and students who have been homeschooled for any portion of their secondary education. This could result in the unintended consequence of a student not being eligible to earn a certificate of attendance where prior statutory authorities could have allowed for an alternative certificate.

EQUITY IMPACT ANALYSIS

These rule revisions address the needs of historically underserved communities by implementing the provisions of SB 992, such as:

- Clarifying the obligation of local school districts and public charter schools to ensure on-site access to resources and courses necessary for all students to satisfy diploma requirements for regular, modified, and extended diplomas at each high school and public charter school.
- Creating the option to leave high school with a certificate of attendance for students who do not satisfy the requirements for a regular, modified, or extended diploma but who have met local requirements for the certificate and maintained regular full-time attendance for at least four years beginning in grade nine.
- Requiring the annual notification and disclosure of specific information to parents of students with a documented history of (a) an inability to maintain grade level achievement due to significant learning and instructional barriers or (b) a medical condition that creates a barrier to achievement.

These changes reaffirm equitable opportunity for high school and public charter school students by (a) clarifying the requirement for on-site resources and courses necessary to satisfy diploma requirements, and (b) ensuring that parents and adult students are better informed of the diploma options, the differences between them and the certificate of attendance, and the consequences of receiving a certificate of attendance, as follows:

- A student awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or school district.

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- A student awarded a certificate of attendance may not indicate that they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.
- Overall, these updates help to ensure Oregon’s high school completion options are equitable, accessible, inclusive, and in line with Oregon law. It is important to note that students with circumstances that have precluded full time, regular attendance or achieving requirements of any of the diploma options will no longer receive a state diploma or certificate of any kind under these required updates.
- Local school boards will be required to pass policy defining the requirements to obtain a certificate of attendance. However, local school district policies must require regular full-time attendance and may not be less stringent than the rules outlined in SB 992 for a certificate of attendance. Local school districts may also consider developing alternate methods for recognizing students who did not meet any of the state-established high school completion options. Local school districts also have the discretion to make provisions for students to participate in graduation ceremonies as determined appropriate.

FISCAL ANALYSIS

ODE will need to provide updated resources, training, and technical assistance related to these updated requirements. ODE can complete this work with existing FTE. Districts and ESDs will need to provide annual current information about diploma options. Schools and ESDs will need to update their policies around this topic, however the fiscal impact is expected to be minimal and absorbable. The proposed rule has no other identified fiscal impacts.

EFFECT OF A “YES” OR “NO” VOTE

As the draft rules currently exist, the effect of your vote would be as follows:

- **YES:** A “yes” vote would update OAR 581-022-2020, OAR 581-022-2010, OAR 581-022-2015, OAR 581-022-2000, 581-016-0710 and OAR 581-023-0008 to align with the requirements of SB 992 (2023).

Specific changes that would be implemented by a “yes” vote by OAR include:

- **OAR 581-022-2020:** Removal of alternative certificate; addition of certificate of attendance. Outlines specific notifications to parents and reporting requirements. Adds requirements for all public high schools and public charter schools to offer courses onsite which are needed for diploma completion.
- **OAR 581-022-2000:** Changes alternative certificate references to certificate of **OAR 581-022-2010:** Changes alternative certificate references to certificate of attendance. Outlines specific notifications to parents and reporting requirements. Adds requirements for all public high schools and public charter schools to offer courses onsite which are needed for diploma completion.
- **OAR 581-022-2015:** Changes alternative certificate references to certificate of attendance. Outlines specific notifications to parents and reporting requirements. Adds

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requirements for all public high schools and public charter schools to offer courses onsite which are needed for diploma completion.

- **OAR 581-023-0008:** Changes alternative certificate references to certificate of attendance.
- **OAR 581-016-0710:** Changes alternative certificate references to certificate of attendance for OSD.

- **NO:** A “no” vote would maintain OARs as they currently exist and would not bring them into alignment with current Oregon Revised Statutes (ORS). Because these changes are non-discretionary, in the event of a “no” vote, ODE would continue working with the Board to address any concerns resulting in the “no” vote. Ultimately, ODE will need to continue working with the Board to revise the OARs in a manner that aligns both with the Board’s desires and ORS requirements following the enactment of SB 992.

STAFF RECOMMENDATION

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

ATTACHMENTS

- Attachment 1: [581-022-2000: Diploma Requirements](#)
- Attachment 2: [581-022-2010: Modified Diploma](#)
- Attachment 3: [581-022-2015: Extended Diploma](#)
- Attachment 4: [581-022-2020: Alternative Certificate \[to be renamed Certificate of Attendance\]](#)
- Attachment 5: [581-023-0008: Accountable Activities for Alternative Education Programs](#)
- Attachment 6: [581-016-0710: High School Requirements for Graduation](#)

Chapter 581

Division 16

OREGON SCHOOL FOR THE DEAF

581-016-0710

High School Requirements for Graduation

In order for a student to graduate from the Oregon School for the Deaf (OSD), he/she must attain a certain number of units, master essential learning skills, meet competencies, and maintain/attain attendance minimums. Four different diplomas/certificates are available, depending on the goals and abilities of each student.

(1) To receive a diploma the student must:

(a) Meet the requirements specified for a diploma in 581-022-2000;

(b) Meet all OSD-required competencies in language, reading, and mathematics; and

(c) Maintain required attendance.

(2) To receive a modified diploma the student must:

(a) Meet the requirements specified for a modified diploma in 581-022-2010;

(b) Complete modified course work as agreed upon in the IEP;

(c) Have satisfactory progress in school; and

(d) Maintain required attendance.

(3) To receive an extended diploma the student must meet the requirements specified for an extended diploma in 581-022-2015

~~(4) To receive an alternative certificate of IEP completion the student must meet the requirements specified in 581-022-2020 and complete the IEP goals. The certificate may be issued even if the student has not completed 22 units and has not maintained the required days of attendance~~
A certificate of attendance may be awarded to a student who does not satisfy the requirements for a regular diploma, a modified diploma or an extended diploma if the student has maintained regular full-time attendance for at least four years beginning in grade nine and meets requirements specified in OAR 581-022-2020..

(5) Notwithstanding anything else in this rule, the Oregon School for the Deaf must award a diploma, modified diploma, extended diploma, or alternative certificate to students who were first enrolled in ninth grade in the 2016-17 school year or earlier or were first enrolled in ninth grade in the 2017-18 school year and had an early graduation plan approved before March 17, 2020, and fulfill the state requirements as described in 581-022-0103.

Statutory/Other Authority: ORS 343 & 346

Statutes/Other Implemented: ORS 346.010

History:

ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020

ODE 19-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020

EB 31-1989, f. & cert. ef. 11-2-89

Chapter 581

Division 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-2000

Diploma Requirements

(1) Each district school board and public charter school with jurisdiction over high school programs shall award diplomas to all students who fulfill all state requirements as described in sections (2) to (8) of this rule and all local school district requirements as described in district school board policies or all public charter school requirements as described in the policies or charter of the public charter school.

(2) Unit of Credit Requirements for students who were first enrolled in grade 9 during the 2010–2011 school year:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts — 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics — 3 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

(C) Science — 3;

(D) Social Sciences 3 — (including history, civics, geography and economics (including personal finance));

(E) Health Education — 1;

(F) Physical Education — 1;

(G) Career and Technical Education, The Arts or World Languages — 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A district school board or public charter school must waive any additional district requirements if students are or, were at any time from grade 9-12:

(A) A foster child, a child receiving 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition if the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made;

(B) Homeless, a child who lacks a fixed, regular, and adequate nighttime residence; a child who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; is living in emergency or transitional shelters; or is abandoned in hospitals; a child whose primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; a child who is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; an unaccompanied youth not in physical custody of a parent or guardian;

(C) A runaway, an unmarried child under 18 years of age who, without consent of the parent or other person having legal custody of that child, leaves and stays away from the home or other dwelling place provided for the child by that person;

(D) A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;

(E) A child of a migrant worker, a worker that moved as an migratory agricultural worker or migratory fisher due to economic necessity from one residence to another residence, and from one school district to another; or

(F) Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

(e) A school district or public charter school must accept any credits earned by students qualified for the additional district credit requirements waiver in another school district or public charter school and must apply them toward the 24 Units of Credit Requirements for the diploma.

(f) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(g) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(3) Unit of Credit Requirements for students who were first enrolled in grade 9 during the 2022–2023 school year or first enrolled in grade 9 in any subsequent school year:

(a) Each student shall earn a minimum of 24 units of credit aligned to the Oregon State Board adopted standards to include:

(A) English Language Arts — 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics —3 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

(C) Science — 3;

(D) Social Sciences 3 — (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for U.S. history, world history, geography, economics, and financial literacy);

(E) Health Education — 1;

(F) Physical Education — 1;

(G) Career and Technical Education, The Arts or World Languages — 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A district school board or public charter school must waive any additional district requirements if students are or, were at any time from grade 9-12:

(A) A foster child, a child receiving 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition if the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made;

(B) Homeless, a child who lacks a fixed, regular, and adequate nighttime residence; a child who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; is living in emergency or transitional shelters; or is abandoned in hospitals; a child whose primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; a child who is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; an unaccompanied youth not in physical custody of a parent or guardian;

(C) A runaway, an unmarried child under 18 years of age who, without consent of the parent or other person having legal custody of that child, leaves and stays away from the home or other dwelling place provided for the child by that person;

(D) A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;

(E) A child of a migrant worker, a worker that moved as an migratory agricultural worker or migratory fisher due to economic necessity from one residence to another residence, and from one school district to another; or

(F) Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

(e) A school district or public charter school must accept any credits earned by students qualified for the additional district credit requirements waiver in another school district or public charter school and must apply them toward the 24 Units of Credit Requirements for the diploma.

(f) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(g) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(4) Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-2115;

(5) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-2060.

(6) Each student shall develop an education plan and build an education profile.

(a) Each student shall develop an education plan that:

(A) Identifies personal and career interests;

(B) Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);

(C) Sets goals to prepare for transitions to next steps identified in section (7)(b);

(D) Designs, monitors and adjusts a course of study that meets the interest and goals of the student as described in subsection (a) (A), (B) and (C) of this rule that includes but is not limited to:

(i) Appropriate coursework and learning experiences;

(ii) Identified career-related learning experiences; and

(iii) Identified extended application opportunities.

(b) Through the education profile each student shall:

(A) Monitor progress and achievement toward standards including:

(i) Content standards;

(ii) Essential skills;

(iii) Extended application standard; and

(iv) Other standards where appropriate (e.g. industry standards).

(B) Document other personal accomplishments determined by the student or school district.

(C) Review progress and achievement in subsection (b)(A) and (B) of this subsection at least annually.

(7) Each student shall build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application (as defined in OAR 581-022-0102);

(8) Each student shall participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-0102);

(9) Notwithstanding sections (1) to (8) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-2010.

(10) Notwithstanding sections (1) to (8) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award an extended diploma to those students who have demonstrated the inability to meet the full set of academic

content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-2015.

(11) Notwithstanding sections (1) to (8) of this rule and as provided in OAR 581-022-2020, schools districts and public charter schools shall make ~~an alternative~~ certificate of attendance available to students as an alternative for students who do not obtain the regular diploma, modified diploma or extended diploma.

(12) Attendance Requirements:

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements;

(b) Notwithstanding subsection (a) of this section, a student may satisfy the requirements of sections (2)(6) of this rule in less than four years. If the school district or public charter school has the consent of the student's parent or guardian, a school district or public charter school shall award a diploma to a student upon request from the student, if the student satisfies the requirements for the diploma that apply to the student based on the date of graduation of the student or the school year when the student first enrolled in grade 9, as applicable.

(c) If a school district or public charter school has the consent of a student's parent or guardian, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(d) The requirement for obtaining the consent of a student's parent or guardian under subsections (b) and (c) of this section does not apply to a student who is:

(A) Emancipated pursuant to ORS 419B.550 to 419B.558; or

(B) 18 years of age or older.

(e) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences;

(f) With any modification of the attendance requirements for graduation, school district and public charter school staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district or public charter school guidelines and the wishes of parents and guardians.

(13) A school district or public charter school shall ensure that [all](#) students have access to the appropriate resources [and courses](#) to achieve a diploma at each high school in the school district or at the public charter school.

Statutory/Other Authority: ORS 326.051 & 329.451

Statutes/Other Implemented: ORS 326.051, 329.451 & 339.280

History:

ODE 42-2022, minor correction filed 08/25/2022, effective 08/25/2022

ODE 22-2022, amend filed 04/26/2022, effective 04/26/2022

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 21-2018, amend filed 06/05/2018, effective 06/06/2018

ODE 3-2018, amend filed 01/30/2018, effective 01/30/2018

Renumbered from 581-022-1130 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 45-2014, f. & cert. ef. 12-17-14

ODE 20-2009, f. & cert. ef. 12-10-09

ODE 5-2009(Temp), f. 6-29-09, cert. ef. 6-30-09 thru 12-22-09

ODE 18-2008, f. & cert. ef. 6-27-08

ODE 18-2007, f. & cert. ef. 9-10-07

ODE 18-2006, f. 12-11-06, cert. ef. 12-12-06

ODE 12-2002, f. & cert. ef. 4-15-02

EB 2-1997, f. 3-27-97, cert. ef. 9-1-97

Chapter 581

Division 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-2010

Modified Diploma

(1) Definitions. As used in this rule:

(a) “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

(b) “Instructional barrier” means a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

(c) “Modified course” means a course that has been systematically changed or altered for a student only after reasonable alternative instructional strategies (e.g. accommodations, remediation) are exhausted.

(d) “Other services” for the purposes of this rule means:

(A) Those services paid for or provided by another agency, such as Vocational Rehabilitation or Brokerages, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These “other services” are not to be considered educational services and are not provided by or through the school district or public charter school.

(B) Those services identified in OAR 581-022-2320(4), such as school assemblies, student orientations, testing, etc, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These services are provided by the school district or public charter school.

(2) On or after July 1, 2009, each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and all applicable local school district requirements as described in district school board policies or public charter school requirements as described in school policies. In addition, on or after July 1, 2009, a district school board or public charter school governing board may only award a modified diploma to a student who meets the eligibility criteria specified in section 3 of this rule.

(3)(a) Except as provided in paragraph (c) or (d) of this section, a school district or public charter school shall grant eligibility for a modified diploma to a student who has:

(A) A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

(B) A documented history of a medical condition that creates a barrier to achievement.

(b) A student shall have the opportunity to meet the requirements of a modified diploma by the later of:

(A) Four years after starting grade nine; or

(B) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(c) A student may complete the requirements for a modified diploma in less than four years if the parent/guardian or adult student gives consent.

(A) The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for a modified diploma.

(B) A copy of all consents must be sent to the district superintendent.

(C) Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction.

(D) The consent may not be used to allow a student to satisfy the requirements for a modified diploma in less than three years.

(d) A school district or public charter school may not deny a student who has the documented history described in paragraph (a) of this subsection the opportunity to pursue a diploma with more stringent requirements than a modified diploma for the sole reason that the student has the documented history.

(e) Students currently engaged in the use of illegal drugs are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs.

(f) Students currently engaged in the illegal use of alcohol are not eligible for a modified diploma if the significant learning and instructional barriers are due to the alcohol abuse, regardless of whether that student is disabled under Section 504 on the basis of alcoholism.

(g) Notwithstanding paragraph (c) and (d) of this section, a school district or public charter school may grant eligibility for a modified diploma to a student who is no longer engaging in illegal use of drugs or alcohol if the student:

(A) Has successfully completed a supervised drug or alcohol rehabilitation program and are no longer engaged in the illegal use of drugs or alcohol; or

(B) Has been rehabilitated successfully and is no longer engaged in the illegal use of drugs or alcohol; or

(C) Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs or alcohol.

(4)(a) A school district or public charter school shall determine which school teams shall decide if a student will work toward obtaining a modified diploma. A student's school team must include an adult student, parent/ guardian of the student.

(b) A school district or public charter school may award a modified diploma to a student only upon the consent of the parent or guardian of the student or upon the consent of the adult student or emancipated minor student. A district or school must receive the consent in writing and during the school year in which the modified diploma is awarded.

(A) If student is under 18, consent must be received from the parent or guardian.

(B) If the student is under age 18 and emancipated, consent must be received from the student.

(C) If the adult student is 18 or older, consent must be received from the student or guardian.

(D) If the student is under guardianship from the courts, consent must come from the court-appointed authority.

(c) Except as provided in subsection (e) of this section, a student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

~~(d) Beginning in grade five, school district and public charter schools shall annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of a modified diploma and the requirements for the modified diploma. For students with a documented history described in subsection 3a of this section, the following information must be provided annually, beginning in grade five or after such a documented history has been established:~~

~~i. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and~~

ii. a disclosure that a student awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or school district and that the student awarded a certificate of attendance may not indicate that the student received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

(e) A student's school team may formally decide to revise a modified diploma decision.

(f) A student's school team may decide that a student who was not previously working towards a modified diploma should work toward a modified diploma when a student is less than 2 years from anticipated exit from high school if the documented history of the student described in section (3) of this rule has changed.

(5) Unit of credit requirements for students graduating with a modified diploma:

(a) To receive a modified diploma a student must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

(A) Language Arts — 3;

(B) Mathematics — 2;

(C) Science — 2;

(D) Social Sciences (which may include history, civics, geography and economics (including personal finance)) — 2;

(E) Health Education — 1;

(F) Physical Education — 1; and

(G) Career Technical Education, The Arts or World Languages (units may be earned in any one or a combination) — 1.

(b) School districts and public charter schools shall be flexible in awarding the remaining 12 units of credit. These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include:

(A) Additional core credits described in paragraph (a) of this section;

(B) Professional technical education;

(C) Electives; and

(D) Career development.

(c) Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

(d) Students shall have the option to earn credit for demonstrating proficiency. A student may be given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

(e) School districts and public charter schools shall ensure that students have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

(f) A school district or public charter school may not require a student to earn more than 24 units of credit to receive a modified diploma.

(6) A school district or public charter school shall grant credit toward a modified diploma only for courses that contain substantial academic content. A school district or public charter school shall grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills.

(7) A school district or public charter school shall award a regular diploma under OAR 581-022-2000 if all requirements for a regular diploma are met. Completion of one or more modified courses shall not prohibit a student from earning a regular diploma; however, required core courses taken under modified conditions must be retaken under standard conditions to be counted toward a regular diploma.

(8) A school district or public charter school shall grant credit toward a modified diploma according to individual student needs across academic content areas including applied, consumer, academic, or knowledge and skill development.

(9) Each student shall develop an education plan and build an education profile as provided under OAR 581-022-2000.

(10) A school district or public charter school shall inform the student and parent or guardian of the student if the courses in grades 9-12 have been modified for an individual student.

(11) A school district or public charter school shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

(12) Each student shall build a collection of evidence, or include evidence in existing collections, to demonstrate extended application of the standards as defined in OAR 581-022-0102;

(13) Each student receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(14)(a) A student who receives a modified diploma shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

(b) When added together, the school district or public charter school will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

~~(c) The total number of hours that are appropriate for a student shall be determined by the individualized education program (IEP) team if the student is eligible for special education.~~

~~(d) Based on the student's needs and performance level, the student's IEP team may decide that the student will not access the total number of hours of instruction and services required to be provided to students who are attending a public high school.~~

~~(e)-(c)~~ The school district or public charter school may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

~~(f) If a student's IEP team or school team, decides that the student will not access the total number of hours of instruction and services to which the student has access the school district or public charter school shall annually:~~

~~(A) Provide the following information in writing to the adult student, parent or guardian of the student:~~

~~(i) The school district's or public charter school's duty to comply with the requirements to provide the total number of hours of instruction and services to the student; and~~

~~(ii) The prohibition against a school district's or public charter school's unilaterally decreasing the total number of hours of instruction and services to which the student has access.~~

~~(B) Obtain a signed acknowledgment from the adult student, parent or guardian of the student that the adult student, parent or guardian received the information.~~

~~(C)~~ Include in the IEP for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access.

~~(g)~~~~(d)~~ Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

~~(h)~~~~(e)~~ An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement with the school district.

(i) School districts and public charter schools shall ensure that all students have on-site access to the appropriate resources and courses to achieve a modified diploma at each high school in the school district or at the public charter school.

(15)(a) The unit of credit requirements in section (5) of this rule for a modified diploma apply to all students who enter 9th grade on or after July 1, 2007.

(b) If a student entered 9th grade prior to July 1, 2007, the student's team shall decide whether the student must meet the unit of credit requirements in section (5) of this rule to receive a modified diploma or the unit of credit requirements specified by the school district or public charter school for a modified diploma when the student entered 9th grade. If a student's team decides that a student may receive a modified diploma by meeting the unit of credit requirements required by the district or school when the student entered 9th grade, a school district or public charter school may award a student who entered 9th grade prior to July 1, 2007 a modified diploma if the student meets the unit of credit requirements for a modified diploma specified by the district or school when the student entered 9th grade.

Statutory/Other Authority: ORS 329.451

Statutes/Other Implemented: ORS 329.451

History:

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 17-2017, temporary amend filed 10/10/2017, effective 10/10/2017 through 04/08/2018

Renumbered from 581-022-1134 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 45-2014, f. & cert. ef. 12-17-14

ODE 4-2012, f. 2-1-12, cert. ef. 2-3-12

ODE 22-2009, f. & cert. ef. 12-10-09

ODE 15-2008, f. & cert. ef. 5-23-08

Chapter 581

Division 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-2015

Extended Diploma

(1) Definitions: “Other services” for the purposes of this rule means:

(a) Those services paid for or provided by another agency, such as Vocational Rehabilitation or Brokerages, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These “other services” are not to be considered educational services and are not provided by or through the school district or public charter school.

(b) Those services identified in OAR 581-022-1620(4), such as school assemblies, student orientations, testing, etc, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These services are provided by the school district or public charter school.

(2) A school district or public charter school shall award an extended diploma to a student who satisfies the requirements of this rule.

(3) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations.

(4) A school district or public charter school may award an extended diploma to a student only upon the consent of the parent or guardian of the student, or upon the consent of the adult student or emancipated minor student. A district or school must receive the consent in writing and during the school year in which the extended diploma is awarded.

(a) If student is under 18, consent must be received from the parent or guardian.

(b) If the student is under age 18 and emancipated, consent must be received from the student.

(c) If the adult student is 18 or older, consent must be received from the student.

(d) If the student is under guardianship from the courts, consent must come from the court-appointed authority.

(5) To be eligible for an extended diploma, a student must:

(a) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics;

(B) Two credits of language arts;

(C) Two credits of science;

(D) Three credits of history, geography, economics, or civics;

(E) One credit of health;

(F) One credit of physical education; and

(G) One credit of arts or a world language; and;

(b) Have a documented history of:

(A) An inability to maintain grade level achievement due to significant learning and instructional barriers;

(B) A medical condition that creates a barrier to achievement; or

(C) A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

(D) One credit of the arts or a world language;

(6)(a) A student shall have the opportunity to meet the requirements of an extended diploma by the later of:

(A) Four years after starting grade nine; or

(B) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(b) A student may complete the requirements for an extended diploma in less than four years if the parent/guardian or adult student gives consent. The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an extended diploma. A copy of all consents must be sent to the district superintendent. Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction. The consent may not be used to allow a student to satisfy the requirements for an extended diploma in less than three years.

(7) A school district or public charter school shall:

(a) Ensure that all students have on-site access to the appropriate resources and courses to achieve an extended diploma at each high school in the school district or at the public charter

~~school, or beginning after a documented history described in section (5)(b) above has been established, annually provide to the parents or guardians of a student who has the documented history, described above, information about the availability of an extended diploma and the requirements for the extended diploma.~~

(b) For students with a documented history described in subsection 5b of this section, the following information must be provided annually, beginning in grade five or after such a documented history has been established:

i. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and

ii. a disclosure that a student awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or school district and that the student awarded a certificate of attendance may not indicate that the student received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

~~(b)(c)~~ A school district or public charter school may not deny a student who has the documented history described in subsection (1)(a) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(8)(a) A student who receives an extended diploma shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

(b) When added together, the school district or public charter school will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school; ~~or,~~

~~(c) The total number of hours that are appropriate for a student shall be determined by the individualized education program (IEP) team if the student is eligible for special education;~~

~~(d) Based on the student's needs and performance level, the student's IEP team may decide that the student will not access the total number of hours of instruction and services required to be provided to students who are attending a public high school.~~

~~(e)(c)~~ The school district or public charter school may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

~~(f)~~ If a student's IEP team decides that the student will not access the total number of hours of instruction and services to which the student has access, the school district or public charter school shall annually:

~~(A)~~ Provide the following information in writing to the adult student, parent, or guardian of the student:

~~(i)~~ The school district's or public charter school's duty to comply with the requirements to provide the total number of hours of instruction and services to the student; and

~~(ii)~~ The prohibition against a school district's or public charter school's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

~~(B)~~ Obtain a signed acknowledgment from the adult student, parent or guardian of the student that the adult student, parent or guardian received the information.

~~(C)~~ Include in the IEP for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access.

~~(g)(d)~~ Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

~~(h)(e)~~ An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement with the school district.

(9) School districts and public charter schools shall make extended diplomas as required by ORS 329.451 and this rule first available to students during the 2009-2010 school year.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 329.451

History:

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 37-2018, amend filed 11/21/2018, effective 11/23/2018

Renumbered from 581-022-1133 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 43-2016, f. & cert. ef. 9-6-16

ODE 29-2016, f. & cert. ef. 4-28-16

ODE 45-2014, f. & cert. ef. 12-17-14

ODE 44-2014, f. & cert. ef. 12-17-14

ODE 3-2012, f. 2-1-12, cert. ef. 2-3-12

ODE 21-2009, f. & cert. ef. 12-10-09

Chapter 581

Division 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-2020

~~Alternative~~ Certificate of Attendance

(1) Definitions.

(a) “Other services” for the purposes of this rule means:

(A) Those services paid for or provided by another agency, such as Vocational Rehabilitation or Brokerages, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These “other services” are not to be considered educational services and are not provided by or through the school district or public charter school.

(B) Those services identified in OAR 581-022-2320(4), such as school assemblies, student orientations, testing, etc, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These services are provided by the school district or public charter school.

(b) “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

(c) “Instructional barrier” means a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

(2) A School district or public charter school shall award an ~~alternative~~-certificate of attendance to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student has maintained regular full time attendance for at least four years beginning in grade nine.

(3)(a) Each district school board or public charter school governing board with jurisdiction over high school programs shall define criteria for an ~~an alternative~~ certificate of attendance and shall award an ~~an alternative~~ certificate of attendance to those students who have met the criteria requirements as described in district school board policies.

(4) A student shall have the opportunity to meet the requirements of an ~~an alternative~~ certificate of attendance by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(c) A student may complete the requirements for an ~~an alternative~~ certificate of attendance in less than four years if the parent/guardian or adult student gives consent.

(A) The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an ~~an alternative~~ certificate of attendance.

(B) A copy of all consents must be sent to the district superintendent.

(C) Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction

(D) The consent may not be used to allow a student to satisfy the requirements for an ~~an alternative~~ certificate of attendance in less than three years.

(5) A school district or public charter school shall:

(a) Ensure that all students have on-site access to the appropriate resources and courses to achieve ~~an alternative certificate~~ a diploma at each high school in the school district or at the public charter school.

~~(b) Beginning grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of an alternative certificate and the requirements for the certificate. For students with a documented history described in subsections (1)(b) and (1)(c) of this section, the following information must be provided annually, beginning in grade five or after such a documented history has been established:~~

~~i. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and~~

~~ii. a disclosure that a student awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or school district and that the student awarded a certificate of attendance may not indicate that the student received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.~~

(6) Each student receiving an ~~an alternative~~ certificate of attendance shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(7)(a) A student who receives an ~~an alternative~~ certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

(b) When added together, the school district or public charter school will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

~~(c) The total number of hours that are appropriate for a student shall be determined by the individualized education program (IEP) team if the student is eligible for special education.~~

~~(d) Based on the student's needs and performance level, the student's IEP team may decide that the student will not access the total number of hours of instruction and services required to be provided to students who are attending a public high school.~~

~~(e)-(c) The school district or public charter school may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.~~

~~(f) If a student's IEP team, decides that the student will not access the total number of hours of instruction and services to which the student has access the school district or public charter school shall annually:~~

~~(A) Provide the following information in writing to the adult student parent or guardian of the student:~~

~~(i) The school district's or public charter school's duty to comply with the requirements to provide the total number of hours of instruction and services to the student; and~~

~~(ii) The prohibition against a school district's or public charter school's unilaterally decreasing the total number of hours of instruction and services to which the student has access.~~

~~(B) Obtain a signed acknowledgment from the adult student, parent or guardian of the student that the adult student, parent or guardian received the information.~~

~~(C) Include in the IEP for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access.~~

~~(g)-(d)~~ Transition services or other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

~~(h)~~(e) An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement with the school district.

Statutory/Other Authority: ORS 329.451

Statutes/Other Implemented: ORS 329.451

History:

Renumbered from 581-022-1135 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 5-2012, f. 2-1-12, cert. ef. 2-3-12

ODE 23-2009, f. & cert. ef. 12-10-09

ODE 15-2008, f. & cert. ef. 5-23-08

Chapter 581

Division 23

SCHOOL FINANCE

581-023-0008

Accountable Activities for Alternative Education Programs

(1) For purposes of determining class group size for alternative education programs, instruction must be provided by a teacher as defined in OAR 581-023-0006. For purposes of determining class group size, instruction may not be provided by an “Educational Assistant” or “Instructional Assistant” who provides support to a teacher.

(2) Alternative education programs must provide accountable activities. Accountable activities are defined as one or more of the following as approved by the school district by contract:

(a) Tutorial Instruction;

(b) Small group instruction;

(c) Large group instruction;

(d) Personal growth and development instruction;

(e) Counseling and guidance;

(f) Computer assisted instruction;

(g) Vocational training;

(h) Cooperative work experience and/or supervised work experience;

(i) Instructional activities provided by institutions accredited by the Northwest Association of Schools and Colleges;

(j) Supervised community service activities performed as part of the instructional program; and

(k) Supervised independent study in accordance with a student's educational goals including classroom or equivalent work supervised by school district officials that serve as one component of the student's educational plan and profile and not the entire part. Examples of this include required and elective courses, supervised independent study, career-related learning experiences, and project based learning.

(3) Programs must provide instruction based on academic content standards adopted by the State Board of Education and must ensure students participate in district and state assessments of achievement for the grade level(s) the program serves and must:

(a) Assist the district in meeting its comprehensive K–12 instructional program in compliance with OAR 581-022-2030,

(b) Assist the district in awarding a High School Diploma according to ORS 329.451 and 581-022-2000, Modified Diploma described in OAR 581-022-2010, or ~~Alternative~~ Certificate of Attendance described in 581-022-2020, to a student who completes the requirements established by the State Board of Education and the school district,

(c) Assist student in demonstrating Proficiency in Core or Academic Content Standards, and Essential Skills in accordance with OAR 581-022-2025,

(d) Provide evidence of academic progress included and maintained by the resident school district in the student's permanent record, as defined by OAR 581-021-0250,

(e) Provide a course of study and activities that are correlated with the academic content standards in accordance with OAR 581-022-2030,

(f) Provide National Education Statistics Course Codes and Descriptions for Secondary Courses where academic credit is offered.

(4) Programs must provide teachers as defined in OAR 581-023-0006 and educational assistants as defined in ORS 342.120. Provide teachers as defined in OAR 581-023-0006 and educational assistants as defined ORS 342.120.

Statutory/Other Authority: ORS 36.051 & 336.635

Statutes/Other Implemented: ORS 327.125 & 336.615 - 336.665

History:

ODE 110-2019, minor correction filed 08/27/2019, effective 08/27/2019

ODE 23-2008, f. 8-28-08, cert. ef. 8-29-08

EB 34-1987, f. & ef. 12-11-87

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POLICY #600 - Professional Development and Partnership Collaborations

An important function of the Board is to understand and collaborate with local, state, and national entities that perform similar or adjacent functions. To this end, any Board member, including advisors and ex-officio members, may attend relevant professional development opportunities; local or national association meetings, conventions, conferences, or other learning and/or governance opportunities; or other events that will enhance their work on the Board and the Board's collective function. Professional development and Board advancement can also include relevant subscription and publication costs.

The Board Chair shall work closely with the Board Administrator and ODE Director to ensure that funding is available for the Board to benefit from regular professional development.

Professional development opportunities are considered relevant if recommended by the ODE Director or Board Administrator. The Leadership Team will have the discretion to decide which opportunities appear to be most likely to produce the greatest benefit to the Board.

All professional development opportunities will need approval as indicated in PROCEDURE #600P.

600.1 - Out of State Travel

It is the policy of the state that all out-of-state travel by state agency personnel shall be allowed only when the travel is essential to the normal discharge of the agency's responsibilities and shall be conducted in the most efficient and cost-effective manner resulting in the best value to the state.

- All out-of-state travel must be for official state business.
- Use of out-of-state travel must be related to the Board's scope of responsibilities.
- Travel awards earned while conducting state business shall be used to reduce the costs of state travel. The use of travel awards obtained while conducting state business for personal travel constitutes personal gain from state employment and violates ORS 244.040.

Professional development opportunities that require out-of-state travel are subject to the Department's out-of-state travel process and the approval of the ODE Director. Board members will work closely with the Board Administrator to navigate that process.

PROCEDURE #600P - Professional Development Approval

600P.1 - Advisement on Activities

The Deputy Superintendent or the Board Administrator will inform Board members in a timely manner of upcoming conferences, conventions and workshops. Board members may also recommend or request to attend specific professional development opportunities.

600P.2 - Approval

Professional development opportunities are subject to funding availability, and require the approval of either the Leadership Team or a majority of Board Directors.

600P.3 - Competing Interests

In the event that more than one Board member is interested in the same professional development opportunity, the Board Leadership Team will consider the benefits to the Board and determine member attendance.

600P.4 - Reporting on Activities

Board members will report back to the Board what they learned, and any other highlights of the event at the next Board meeting during their Director Report. The Board may also request a written report with recommendations or materials acquired at the event.

600P.5 - Reimbursement of Approved Activities

When attendance is authorized for a professional development opportunity, Board members will be reimbursed for reasonable and necessary expenses at the approved per diem and mileage state reimbursement rates, and actual cost of necessary incidental expenses, according to Section VII: Board Compensation and Professional Development.

SECTION VII - Board Compensation and Travel Policy and Procedures

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Policy #700 - General Travel

To perform the official duties of the Board, Board members will be required to engage in regular travel (see Section IV: Board Member Responsibilities). Board Directors and advisors will keep the Chair and Board Administrator apprised of activities undertaken on behalf of the Board and will seek prior approval for travel not described within Sections IV and VI. All state-funded out-of-state travel will be reviewed and approved in advance by the Board Leadership Team. Any activities undertaken on behalf of the Board will be reported at a subsequent Board meeting.

In approving activities or travel, the Board Chair shall work closely with the Board Administrator and ODE Director to ensure that funding is available.

Policy #701 - Authorized Compensation

Board Directors who are not employed in full-time public service are authorized to receive compensation for each day or portion thereof during which the member is actually engaged in the performance of official duties; Board Directors that meet the definition provided in ORS 292.495 shall be provided compensation is equal to the per diem paid to members of the Legislative Assembly under ORS 171.072. Directors that do not meet the definition provided in ORS 292.495 shall instead be provided compensation in the amount of \$30. Board Directors may decline to accept compensation or reimbursement of expenses related to the Directors' service on the state board or commission (ORS 292.495).

In the event that ODE lacks an availability of funds for compensation, Board Directors will be advised of this limitation. Compensation is subject to federal and state income tax withholding, social security and Medicare taxes, Workers' Compensation insurance, and Workers' Benefit Fund assessment (ORS 292.495; Dept. of Administrative Services *Oregon Statewide Payroll Services Reference Manual, Volunteers, Boards and Commissions*).

Policy #702 - Lodging Arrangements

If lodging is required for a Board member to perform their official duties, it is an actual and necessary expense, and eligible for reimbursement. As much as possible, Board staff will arrange for lodging of Board members prior to meetings and will make direct payments to the hotel. Such a practice is designed to reduce Board members' out-of-pocket expenses. Board staff will work closely with Board members and make every attempt to secure lodging at the per diem amounts maintained by the U.S. General Services Administration (GSA) for the geographic location a meeting occurs in. In the event that Board staff and a Board member cannot come to an agreement on lodging, the Chair and Board Administrator will determine a final outcome.

Individuals using their personal travel trailer, motor home, tent, time-share, second home, or staying with a family member or friend are eligible for compensation at the non-commercial lodging per diem rate of \$25 (Oregon Accounting Manual 40.10.00.PO, section 120).

Policy #703 - Transportation Arrangements

When considering transportation methods, Board staff and Board members should prioritize the most expeditious means of transportation practicable and commensurate with the nature and purpose of the Board's responsibilities.

If a rental vehicle is required for a Board member to perform their official duties, it is an actual and necessary expense, and eligible for reimbursement. As much as possible, Board staff will reserve rental vehicles for Board members prior to meetings and will have the rental agency directly bill the Department. Such a practice is designed to reduce Board members' out-of-pocket expenses. Staff will work closely with Board members and make every attempt to reserve compact or compact-size economy vehicles. In the event that Board staff and a Board member cannot come to an agreement on a rental vehicle, the Chair and Board Administrator will determine a final outcome (Oregon Accounting Manual 40.10.00.PO, section 125).

In certain circumstances, the most expeditious means of transportation may be air travel. When determined to be an actual and necessary expense, Board staff will work closely with Board members to secure coach seats using the state's contracted airfare provider. In the event that business is combined with personal travel, Board members will notify both the Chair and Board Administrator, and follow all the requirements of section 126 of the Oregon Accounting Manual 40.10.00.PO.

Policy #704 - Reimbursement Eligibility

All Board members, including advisors, are eligible for the reimbursement of actual and necessary travel or other expenses incurred in the performance of a member's official duties within the limits provided by law or by the Oregon Department of Administrative Services under ORS 292.210 to 292.250. "Other expenses" includes those incurred by a member of the Board in employing a substitute to perform duties, including personal, normally performed by the member, which the member is unable to perform because of the performance of official duties and which by the nature of such duties cannot be delayed without risk to health or safety. No member shall be reimbursed for expenses incurred in employing a substitute in excess of \$25 per day (ORS 292.495).

As a state agency, the State Board of Education is broadly subject to the provisions of the Oregon Accounting Manual (OAM 01.05.00.PO, section .105).

Procedure #704P - Reimbursement Process

The following process describes reimbursement for permissible and authorized travel for State Board of Education members. All noted limitations will apply to this process.

704P.1 - Lodging and Per Diem

When seeking travel reimbursements, receipts for lodging are required. Receipts for meals are only required when the expenses exceed the state per diem or if gratuities are claimed. Gratuities of 15% actual meal costs are permissible if reasonable and necessary for the conduct of state business and need to be documented on the receipt (Oregon Accounting Manual 10.40.00.PO, section .150). If using per diem for meals, reimbursement will be provided according to section 117 of the Oregon Accounting Manual 40.10.00.PO.

704P.2 - Mileage for use of private vehicles

Reimbursement for expenses incurred in a privately owned motor vehicle shall be at the rate established and regulated by the Oregon Department of Administrative Services. Reimbursement shall be paid only for distances actually traveled and trips made in the performance of official or state related duties. The rate is deemed to include gasoline, oil, repair parts, depreciation, taxes, insurance and maintenance and upkeep of every kind and nature (ORS 292.250).

704P.3 - Reimbursement Forms

Board staff will provide Board members with the appropriate reimbursement forms and guide them through the reimbursement process. Board members will provide Board staff supporting documentation as necessary to ensure timely processing of reimbursements.

704P.4 - Timely Reimbursements

Reimbursement will be managed by the Board Administrator, or their designee(s), and is expected to be done in a regular and timely fashion. If a Board member has not received a travel reimbursement within 30 days of submission, the Board member shall notify the Board Chair, Board Administrator, and ODE Director.

SECTION VIII - Board Communications

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- Policy #800 - Definitions
- Policy #801 - Social Media
 - 801.1- Function and Intent of Social Media
 - 801.2 - Official Social Media Accounts
 - 801.3 - Social Media Account Oversight
- Policy #802 - Board Member Email Account Guidelines
- Policy #803 - Observing Public Meeting Law in all Communication Interfaces

Policy #800 - Definitions

1. "Social Media" is an umbrella term for various forms of communication consisting of user-created text, audio and video published in a shared online environment, such as over the Internet or through mobile telephone networks, including but not limited to, social network services (e.g., Facebook, X, LinkedIn, etc.), blogs, texts, forums or message boards, audio/video content commodities (e.g., You Tube, Flickr), etc.
2. "Intellectual Property" is a product of the intellect (knowledge) that has commercial value, including copyrighted property such as literary or artistic works, and ideational property, such as patents, appellations of origin, business methods, and industrial processes.
3. "Public official" is defined in ORS 244.020(14)1 as any person who, when an alleged violation of ORS Chapter 244 occurs, is serving the State of Oregon or any of its political subdivisions or any other public body as defined in ORS 174.109 as an elected official, appointed official, employee or agent, irrespective of whether the person is compensated for the services. Volunteers are also public officials.
4. Quorum as outlined in Section II of this Manual, is 5 of the 9 directors on the State Board of Education.

Policy #801 - Social Media

Of utmost value to the Board is engagement with students and the public, which begins with their awareness of Board priorities and actions. The use of social media by the Board is intended to address the increasing popularity and utility of social media as a rapidly evolving means of communication. The policy is to provide important standards and guidelines when using social media.

801.1 Function and Intent of Social Media

Social media may be used to communicate SBE stories, accomplishments, and highlights that warrant celebration and acknowledgement. Social media may be used as a tool to communicate such occasions and events with members of the community who are interested in following the work of the SBE. Social media is not intended to be a formal communication tool, and shall not replace the formal channels used for public notice of meetings, or public comment.

Social media is explicitly not an avenue for gathering public comment. Individuals interested in providing public comment shall use the process outlined within SECTION III: Public Comment. Comments made by members of the public on a Board social media account are not considered public comment.

As public officials, all Board members are expected to understand the opportunities, responsibilities, and limitations of social media use. Participation in social media on behalf of SBE is not a right, but an opportunity. Board directors, board advisors, ex-officio or their

designees are expected to treat this opportunity with due seriousness and respect, and are expected to follow the terms and conditions for any third-party sites.

801.2 - Official Social Media Accounts

If individual Board directors, board advisors, ex-officio or their designees requests to create a Facebook, X, or any other social media account to represent yourself as a Board director, board advisor or ex-officio member, the Chair must first approve the request. Once the Chair approves, the Board Administrator will create the social media account and give access to the Board member, ex-officio or their designee, or advisor. The Board administrator will monitor the individual Board member, board advisors, ex-officio social media account. It is the intent of the Board that directors apply the same responsibilities and limitations to communications they make regarding the work of the Board on personal social media accounts.

All Board directors, board advisors, ex-officio or their designees will maintain SBE's confidentiality, legal guidelines for speech, follow the Ethics Commission guidelines, and personal privacy. Everything on the Internet is public and searchable. Ultimately individual postings are the responsibility of the individual. Board members, board advisors, ex-officio or their designees should have no expectation of privacy while using SBE email addresses or while sending to Oregon Department of Education (ODE) computer systems and other devices. ODE and SBE will monitor and investigate the use of equipment and associated sites as necessary. "Confidential information" includes, but is not limited to, litigation and client-related information.

SBE and ODE support transparency and are committed to ensuring all postings clearly disclose relationships or endorsements, and that statements about SBE and ODE are truthful and substantiated. All published material must be true and not misleading, and all claims must be substantiated and approved. Professionalism is expected on all social media communications issued by Board members.

801.3 - Social Media Account Oversight

The Board Administrator monitors social media related to its activities and interests, including the activities of board members, board advisors, ex-officio or their designees. Authors of any nondisclosed relationships or statements that are false or misleading will be contacted for correction. If it is found that an author repetitively makes inaccurate statements about SBE or ODE, SBE may revoke authorization to participate in social media on behalf of the State Board of Education.

Social media websites have nearly unlimited communication potential, duration and retention, and generally can be accessed by anyone around the world. Thus, to protect SBE's legitimate interests, Board directors, board advisors, board staff, ex-officio or their designees or volunteers who maintain or contribute to social media sites are prohibited from engaging in the following activities:

- Using social media to threaten physical violence against ODE employees, SBE members, contractors, volunteers or others associated with the organization or to harass such individuals based on their color, race, national origin, religion, sex, sexual orientation, age, disability, marital status, or any other protected status under applicable law;
- Using social media to comment on anything that would be protected by federal law under HIPPA/FERPA;
- Using social media to post intellectual property, trademarks logos or copyrighted materials owned by SBE and ODE or any of its affiliates;
- Post photos or recordings without prior notification;
- Posting SBE or ODE confidential business information, including but not limited to private information about ODE employees, volunteers, Board members, board advisors, ex-officio or their designees, service providers and suppliers, SBE's financial information;
- Using photographs, recordings, marketing materials or other materials owned by SBE for personal social media activities;
- Using social media to engage in libelous, defamatory, obscene, violent, maliciously false or otherwise egregious behavior directed at or implicating SBE, its members, visitors, employees, volunteers, contractors, service providers or others associated with the SBE or any of its affiliates.

These limitations are not intended to infringe upon any rights that Board directors, board advisors, ex-officio or their designees may have under applicable local, state and federal employment and/or labor laws. These guidelines have been created to protect the Board from liabilities.

The Governor may remove appointed members of the State Board of Education for cause at any time after notice and public hearing (ORS 326.021). Members who fail to follow the outlined policy may be subject to removal from their appointed position as indicated in Section IV of this manual.

SBE reserves the right to take any appropriate legal action necessary to stop or remedy improper or unlawful conduct involving social media.

Public record laws apply to all information posted on any social media platform while representing SBE, including private messages sent between public and private individuals.

Policy #802 - Board Director Email Account Guidelines

Email has become a significant means of communicating within the Board Directors, advisors, ex-officio members and/or their designees.

Each Board Director shall have a state email address created as part of their orientation with the Board. The Board Administrator shall use these state emails to share meeting agendas, updates, and notices. Board Director shall use these email addresses when engaging in the work of the Board. The Board Administrator shall have access to these state email addresses. Board Directors may request assistance from the Board Administrator when crafting responses to

members of the public, and the Board Administrator will work with the Board Chair to flag any request made of the full Board.

Policy #803 - Observing Public Meeting Law in all Communication Interfaces

As indicated in Section II of this Manual, the State Board of Education is subject to Public Meeting Law regulations. As such, any communications between a quorum of directors, either directly or through the use of an intermediary, must be publicly noticed and available to the public. A quorum cannot be convened without the prior knowledge and approval of the Board Chair for adequate public notice issuance by the Board Administrator.

It is especially important to be vigilant and cautious of email or other serial communications, such as text messaging, which may inadvertently create quorum. Board directors cannot engage in “reply all” in an original message addressed to more than one Board director. Deliberations between Board Directors should occur only in properly noticed and accessible public meetings.

The Board Chair is the only individual authorized to speak on behalf of the Board.

Legal/Statutory References

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- Using social media to comment on anything that would be protected by federal law under HIPPA/FERPA;
- Using social media to post intellectual property, trademarks logos or copyrighted materials owned by SBE and ODE or any of its affiliates;
- Post photos or recordings without prior notification; such notification shall be on an annual basis, broadly describe the breadth and scope of content anticipated to be posted, and be provided to both the Board Administrator and Board Chair.
- Posting SBE or ODE confidential business information, including but not limited to private information about ODE employees, volunteers, Board members, board advisors, ex-officio or their designees, service providers and suppliers, SBE's financial information;
- Using photographs, recordings, marketing materials or other materials owned by SBE for personal social media activities;
- Using social media to engage in libelous, defamatory, obscene, violent, maliciously false or otherwise egregious behavior directed at or implicating SBE, its members, visitors, employees, volunteers, contractors, service providers or others associated with the SBE or any of its affiliates.

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The Board Chair is the only individual authorized to speak on behalf of the Board.

Legal/Statutory References

ORS 244.020(14)
ORS 174.109
ORS 326.021

(1) The following definitions apply to this rule:

- (a) Speech Language Pathologist Assistant (SLPA) as defined in OAR 335-095-0010
- (b) Speech Language Pathologists (SLP) as defined in OAR 335-060-0005
- (c) "Department" means the Oregon Department of Education.
- (d) "Stipend" amount awarded to participant and employee's ESD or SD
- (e) "Eligible post-secondary institution" means:

~~(A) A public university listed in ORS 352.002;~~

~~(B) A community college as defined in ORS 341.005; or~~

~~(C)~~(A) A generally accredited, not-for-profit institution of higher education within the United States.

(f) "Participant" means a SLP/SLPA student who applies for a Stipend from the Speech-Language Pathologists Training Fund. under ORS 348.~~394~~398 ~~to~~ and 348.406.

(2) To be eligible for participation in the program under ORS 348.~~394~~98 ~~to~~ and 348.406, a licensed SLP or SLPA must:

- (a) Be registered as a student in a program for SLP or SLPA, in an eligible post-secondary institution.
- (b) Agree to receive training under the supervision of a ~~staff~~ licensed SLP ~~person~~ employed by an education service district or a school district.
- (c) Agree to be employed in Oregon for a minimum of two years as a speech-language pathologist or speech-language pathology assistant within the education service district or school district where the participant will receive mentoring in the first two years of licensure as an SLP or SLPA.
- (d) Meet other requirements placed on the participant by the Department. ~~These requirements are outlined in the SLP/SLPA Training Fund guidance and toolkit.~~

(3) As per ORS 348.398, The Department shall distribute moneys to education service districts and school districts to provide:

- (a) stipends in an amount that is up to \$2,000 per academic year for participants in the program who complete the requirements under subsection (2) of this section for speech-language pathology assistants; and
- (b) Stipends in an amount that is up to \$9,000 per academic year for participants in the program who complete the requirements under subsection (2) of this section for speech-language pathologists.

(4) A participant shall complete the employment requirement specified under subsection (2) of this section not later than three years after the date the participant graduates from the program.

(5) Licensed speech-language pathologists who are employed by education service districts or school districts and provide supervision and mentoring to SLP participants may be awarded a stipend not to exceed \$400 or \$200 for SLPA participants as per ~~ORS 348.403~~ ORS 348.398.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.B.

<p>SUBJECT: Speech Language Pathology Stipend Training Program STAFF NAME & OFFICE: Georgeann Harty OESO</p> <p>SB 215 requires ODE to update and clarify the SLP stipend program (formerly called scholarship program) and create a new OAR to clarify program.</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 <input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

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

1. History:

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

- i. HB 3141 established the Speech Language Pathology (SLP) Grant Program (Speech-Language Pathology Training Fund) in 2007 to address the personnel shortage of Speech Language Pathologists (SLPs) and Speech Language Pathology Assistants (SLPAs) available to serve in Oregon’s school districts, Education Service Districts (ESDs), and Early Intervention/Early Childhood Special Education (EI/ECSE) programs.
- ii. The ODE was granted rulemaking authority for this program but has not Created one due to issues in the way that current statute is written. Namely, it is not in alignment with the education and licensure process for SLPs and the definition of “Participant” and ambiguity in language make payments problematic.
- iii. After conducting an extensive legal and program review, the ODE determined that the best way forward is through statute revision.
- iv. Fortunately, there are simple technical fixes to statute, as introduced in SB 215, that would improve the program while still adhering to the original intent of the legislation. More specifically, these fixes include redefining “participant” and adjusting the language to reflect the licensing and certification process for SLPs and SLPAs, clarifying who receives the payment, and making language between sections congruent.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.B.

- v. The Statute states that scholarships should be awarded to currently enrolled students or mentors. Past and current practice has been to utilize a school district or ESD to act as an intermediary between the ODE and participants and mentors. Current practice is awarding scholarships/stipends to school districts/ESDs upon verification of completion of the program requirements of participants and mentors. The Statute states that participants who do not fulfill their requirements shall pay back their funds. Current practice places the onus for this on the school district or ESD that sponsors/employs the participant.

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

SB 215 made space to write a new OAR for program clarity.

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

Following successful statute revision, ODE has embarked on the rule-making process to develop Oregon Administrative Rules (OARs) to support viable and sustainable administration of this program as we work to address the critical shortage of SLPs and SLPAs felt by so many Oregon Districts and ESDs.

2. Purpose

- a. What function does the current rule hold?
 - i. Gives clarity on the Speech Language Pathology Training Program.
- b. How long has the rule been in place?
 - i. It is a new rule.

3. Does the board have any areas of discretion or is this strictly mirroring statute? This rule follows the guidelines from statute. The exact amount for individual stipened amounts are not called out in statute.

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

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

- a. Who was involved in bringing this to the Board? Office of Enhancing Student opportunities(OESO), Regional Inclusive Services managers, SLPs, special education directors, SLPAs, (ESD) partners, higher education partners, Oregon Association of ESDs (OAESD), Oregon Board of examiners for Speech Language Pathology and Audiology (BSPA)
- b. Public input create more changes to the rule for this reading.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.B.

- c. What did engagement in this process entail? Surveys, engagements, and meetings.
- d. Who may be affected by this? School districts should be affected in a positive way of finding more Speech Language staffing.
- e. Whose voice is missing? Surveys were done with participants, mentor participants, and school districts and ESDs as employer.
- f. What additional information does the Board need prior to moving forward? We have both district and possible applicants currently inquiring about the program. This program has been paused since 2021 and we need to get it up and running again.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? yes If so, what action did the board take?
Listened and we received some public comment prior to our second read and adoption.

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:

(1) The following definitions apply to this rule:

- (a) Speech Language Pathologist Assistant (SLPA) as defined in OAR 335-095-0010
- (b) Speech Language Pathologists (SLP) as defined in OAR 335-060-0005
- (c) "Department" means the Oregon Department of Education.
- (d) "Stipend" amount awarded to participant and employee's ESD or SD
- (e) "Eligible post-secondary institution" means:
 - ~~(A) A public university listed in ORS 352.002;~~
 - ~~(B) A community college as defined in ORS 341.005; or~~
 - ~~(C)~~(A) A generally accredited, not-for-profit institution of higher education within the United States.

(f) "Participant" means a SLP/SLPA student who applies for a Stipend from the Speech-Language Pathologists Training Fund. under ORS 348.394398 ~~to~~ and 348.406.

(2) To be eligible for participation in the program under ORS 348.39498 ~~to~~ and 348.406, a licensed SLP or SLPA must:

- (a) Be registered as a student in a program for SLP or SLPA, in an eligible post-secondary institution.
- (b) Agree to receive training under the supervision of a ~~staff~~ licensed SLP ~~person~~ employed by an education service district or a school district.
- (c) Agree to be employed in Oregon for a minimum of two years as a speech-language pathologist or speech-language pathology assistant within the education service district or school district where the participant will receive mentoring in the first two years of licensure as an SLP or SLPA.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.B.

(d) Meet other requirements placed on the participant by the Department. ~~These requirements are outlined in the SLP/SLPA Training Fund guidance and toolkit.~~

(3) As per ORS 348.398, The Department shall distribute moneys to education service districts and school districts to provide:

(a) stipends in an amount that is up to \$2,000 ~~per academic year~~ for participants in the program who complete the requirements under subsection (2) of this section for speech-language pathology assistants; and

(b) Stipends in an amount that is up to \$9,000 ~~per academic year~~ for participants in the program who complete the requirements under subsection (2) of this section for speech-language pathologists.

(4) A participant shall complete the employment requirement specified under subsection (2) of this section not later than three years after the date the participant graduates from the program.

(5) Licensed speech-language pathologists who are employed by education service districts or school districts and provide supervision and mentoring to SLP participants may be awarded a stipend not to exceed \$400 or \$200 for SLPA participants as per ~~ORS 348.403~~ ORS 348.398.

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?

Multiple engagement sessions and surveys.

b. Who are the historically underserved groups affected?

The lack of Speech Language services directly impacts students served in special education. Historically underserved groups are naturally a part of the students served in special education.

c. Has there been consultation or collaboration with tribes in this rule change or policy decision?

Surveys were done with districts serving various tribes.

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?

This rule is to support students in special education.

2. Negative/Positive Effects

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

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The goal would be to have enough speech language staffing to serve students from birth to 21 years. Student with any language service needs will be positively affected.

- b. What possible opportunities, assets or access could this rule provide?
More services for students in Oregon. This would help build an adequate amount of speech and language service providers.
- c. What is the impact on eliminating the opportunity or achievement gap?
Having enough service providers in this hard to fill area will help students with language acquisition thus supporting literacy as well.
- d. Have all the potential unintended consequences been considered?
There is a possibility we will have more applicants than we do funding available.
- e. Does this rule advance the ESSA goals?
Yes. Having enough service providers in this hard to fill area will help students with language acquisition this supporting literacy as well.

- 3. What are the barriers to more equitable outcomes, either:
 - a. State or federally mandated?
 - b. Political?
 - c. Emotional?
 - d. Financial?
 - e. Programmatic?
 - f. Language?
 - g. Geography? It is harder to find staff in rural areas of Oregon.
 - h. Size?

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?
 - a. Demonstrate how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.
 - b. Refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.
- 2. Examine the impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

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Having this program back up and running will increase the amount of hard to fill staff in Oregon schools. Students being served in special education will have more access to their education with more qualified staff in service.

3. Explain how the rule change, policy or action works toward improving achievement, opportunities, and a sense of worthiness for underserved students? Language development and literacy go hand in hand. This program will assist with students served in special education and have more staff to help students learn and grow.

FISCAL ANALYSIS

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

1. How does the proposed rule fit within the budget of the agency?
 - a. Which units/divisions/offices will be impacted and how?
 - i. The school fund has already been allocated for the program. OESO will be implementing the program with current staff.
2. How does the proposed rule change impact school districts and ESDs?
 - i. More opportunities for fully staffed programs for school districts and ESDs.
3. How does the proposed rule change impact schools and other educational institutions?
 - i. With the monetary support there may be an increase in programs in Oregon providing higher ed for hard to fill positions in schools.
4. Does the proposed rule change impact other stakeholders?
5. Yes a clear program to benefit schools.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote would approve the rules as proposed. A no vote would impede the full implementation of SB 215 and require the department to continue the rulemaking process.

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 language

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AGENDA ITEM: 4.C.

<p>SUBJECT: Civil Rights Coordinators, OAR 581-021-AAAA to 581-021-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 type="checkbox"/> First Reading <input 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>
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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 April 2024, ODE held targeted engagement sessions with communities and individuals directly impacted by these policies including, but not limited to:

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- 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 LGBTQ2SIA+ 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)
- State Board presentation and feedback; (March 2024)
- RAC presentation and feedback; (April 2024)
- Ongoing open request for community engagement via email and individual meetings.

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 was presented before the board in March 2024. No changes were suggested or requested by the Board at the March meeting. Previous comments received from districts, education partners, and the RAC focused on questions around implementation, capacity, phasing, and funding.

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:

- OAR 581-021-CCCC(1)(b) and (c) combined and clarified (role of CRC in facilitating remedies)

OAR 581-021-CCC(1)(B)(b): Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore and preserve equal access to the education program or activity.

- Initial training completion date changed from December 31, 2024, to June 30, 2025

OAR 581-021-DDDD Applicability Clause: A Civil Rights Coordinator designated under OAR-021-BBBB before July 1, 2024 must complete the training required by OAR 581-021-CCCC(2) by June 30, 2025.

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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 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.

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- 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).
- Districts and education partners also expressed that training and other requirements were burdensome and preferred a gradual or phased plan. Districts expressed a desire for the time to complete training be extended past December 31, 2024.
- Districts also shared concerns that the language regarding remedies was overly broad, and could present complications with collective bargaining agreements, contracts, etc. if the Civil Rights Coordinator were responsible for overseeing staff disciplinary action.

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.

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.

However, ODE recognizes that training requirements are extensive. In response to district concerns, the date to complete initial training was extended from December 31, 2024 to June 30, 2025. This extension allows district personnel to receive comprehensive training over the course of the 2024-25 academic year, in a variety of formats to best meet their scheduling needs.

Finally, to clarify the role of the Civil Rights Coordinator in ensuring implementation of remedies, ODE added explanatory language. This language mirrors the requirements found in Title IX and is intended to help clarify that the role of the Civil Rights Coordinator is to monitor the restoration of educational access, rather than impose staff disciplinary action. The language is adapted from federal civil rights definitions of “remedies.”

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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.

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

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ATTACHMENTS

Attachment 1: OAR 581-XXX-AAAA to 581-XXX-CCCC (Version April 9, 2024)

**RULEMAKING TO IMPLEMENT HOUSE BILL 2281 (2023)
03/19/2024**

OAR 581-021-0650

Definitions for OAR 581-021-0650 to 581-021-0660

Under OAR 581-021-0650 to 581-021-0660;

- (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 581-021-0655

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 581-021-0660; and**
 - (b) Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660.**
- (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 581-021-0650 to 581-021-0660. At a minimum, the policy must:**

(a) List the requirements of OAR 581-021-0660 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 581-021-0660.

(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 581-021-0660.

(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 581-021-0650 to OAR 581-021-0660 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 581-021-0660

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 and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity.

(c) Provide guidance to district staff on civil rights issues in the district;

(d) Respond to questions and concerns about civil rights in the district;

(e) Coordinate efforts to prevent civil rights violations from occurring in the district; and

(f) Satisfy the training requirements listed in subsections (2) and (3) of this rule.

(2) Upon being first designated under OAR 581-021-0655, 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 581-021-0665

Applicability Clause

A civil rights coordinator designated under OAR 581-021-0655 before July 1, 2024, must complete the training required by OAR 581-021-0660 (2) by June 30, 2025.

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

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.D.

<p>SUBJECT: Audit and Other Financial Appeals-Secure Rural Schools and Community Act</p> <p>STAFF NAME & OFFICE:</p> <p>In March 2018 there was a change in federal law, which went unnoticed by all stakeholders until April 2022. This change impacted the State School Fund (SSF) and what is considered Local Revenue in the SSF Formula for school years 2017-18, 2018-19, and 2019-20. The current rule allows for a 5-yr review, so SY 2017-18 review will expire on June 30, 2024. This temporary rule will expand this timeline so that ODE can collaborate with school districts to assess the potential impact of the change in federal law.</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 type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

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

1. History:

- a. In April 2022, the SSF Technical Review Committee (Legislative Revenue Office, DAS Chief Financial Office, Legislative Fiscal Office, OR Dept of Education) discovered changes to federal statute surrounding Small Rural Schools (SRS) in 2018. This change caused the state SSF formula to be out of alignment with Federal law and subsequently affected the way the state process state school fund payments to school districts between 2018 and 2021.

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

The audit and financial appeals rule (581-001-1011) establishes the process to be used by the Department of Education for addressing the overpayment or underpayment of State School Funds from a closed year to a school district, education service district, public charter school or other program based on information received by the department in an audit or other report. This rule has a “look back” period of 5 years. In application this means that the ability to “look back” to the 2017-2018 year will expire June 30, 2024.

2. Purpose

The audit and financial appeals rule allows school districts to engage in a process with ODE to evaluate a potential over or under payment of the state school fund. This temp rule expands the look back period to encompass the change in federal law from 2018 in order for ODE and school districts to assess the potential impact of the unaltered formula on the SSF in their respective districts between 2018-2021.

- a. **How long has the rule been in place?**

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May 16, 2024

AGENDA ITEM: 4.D.

2008 with previous iterations as far back as 1982

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

The board can choose not to adopt the temp rule. If they choose not to do so then the look back period for review of this federal law that impacted the State School Fund formula will be reduced by one year and subsequently districts will not be allowed to evaluate the impact of the rule misalignment. This temp rule was limited in scope to include only the Secure Rural Schools and Community Act.

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

This temporary rule went before the RAC in May 2024. ODE intends to put a permanent rule in place in the Fall with broader stakeholder engagement.

SUMMARY OF PREVIOUS BOARD ACTION

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

NO

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. Partners

All 197 school district and 19 ESDs are potentially impacted by the unaltered formula between 2018-2021. A school district has come forward as well as their local legislators to request information on this issue and a desire to remedy.

2. Negative/Positive Effects

School districts and ESDs could be potentially impacted by the underpayment of funds due to the unaltered formula. This is a singular occurrence that does not affect the current allocation of funds in the State School Fund. Instead, it pertains to an historical change in the formula, which necessitates correction. It will not disrupt existing school funding. Furthermore, the goal is to rectified potential impacts separately from the regular SSF process, in the forthcoming biennium.

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AGENDA ITEM: 4.D.

EQUITY IMPACT ANALYSIS

School districts and ESDs could be potentially impacted by the underpayment of funds due to the unaltered formula. Rectifying the underpayment to districts could allow districts to better meet the needs of students in their care.

FISCAL ANALYSIS

If the temporary rule is initiated, ODE will commence collaboration with districts to assess the potential impact of the unaltered formula on the SSF in their respective districts between 2018-2021. ODE would request funding from the legislature to address underpayments.

EFFECT OF A "YES" OR "NO" VOTE

The board can choose not to adopt the temp rule. If they choose not to do so then the look back period for review of this federal law that impacted the State School Fund formula will be reduced by one year and subsequently districts will not be allowed to evaluate the impact of the rule misalignment.

STAFF RECOMMENDATION

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

ATTACHMENTS

Attachment 1: Redlined version of proposed temp SSF Appeal OAR as of 4.18.24.DOJ

581-001-0101 (temporary)
Audit and Other Financial Appeals

(1)(a) This rule establishes the process to be used by the Department of Education to address the overpayment or underpayment of State School Fund monies related to changes in federal law under 16 U.S.C. 7112(f).

(b) This rule applies only to school years 2017-18, 2018-19, and 2019-20. For purposes of this rule, a year is considered closed on June 30 that is two years after the fiscal year began. For example, the fiscal year beginning July 1, 2018, is closed on June 30, 2020.

(c) Other reports received by the department that may be the basis to determine that an overpayment or underpayment has been made include but are not limited to information provided by a district, school or program or information from a department investigation.

(d) The department will only seek to recover payments or will pay an amount under this rule if the department received the audit or report that the overpayment or underpayment is based upon within seven years of the date that the year was closed. For example, for the fiscal year beginning July 1, 2018, the department will only seek to recover or make payments based on audits or reports involving that fiscal year that were received by the department on or before June 30, 2026.

(e) The department will not seek to recover and will not pay amounts under this rule of \$750 or less.

(2) The department shall determine whether there has been an overpayment or underpayment of funds upon receipt of an audit or other report, and whether the department will seek an adjustment of funds based on the audit or report. The department shall consider the following when making its determination:

(a) Applicable statutes, rules and policies;

(b) Information from the audit or report and any recommendations made in the audit or report;

(c) Any other relevant information received by the department relating to the overpayment or underpayment of funds. This may include information from an investigation conducted by the department; and

(d) Prior determinations of the department on overpayment or underpayments of funds that involved the same statutes, rules or policies or similar facts.

(3)(a) The department shall notify in writing the school district or education service district, at a minimum, of the following:

(A) The department's determination including the amount of the overpayment or underpayment;

(B) The basis for the determination; and

(C) The time period in which the overpayment or underpayment occurred.

(b) The department shall include a copy of this temporary rule with the notification.

(4) The school district or education service district may appeal the determination made under section (3) of this rule to the department. The appeal must be received by the department within 60 calendar days of the date of the notice and must:

(a) Be in writing;

- (b) State the reasons for the appeal; and
- (c) Be signed by the superintendent or other official with authority to make the appeal.

(5) Within 60 calendar days of receiving the appeal, the department shall notify in writing the school district or education service district of the department's decision regarding the appeal.

(6) If the school district or education service district does not appeal the determination; or if the department renders a decision on an appeal that there has been an overpayment or underpayment of funds, the department shall notify in writing the school district or education service district of:

- (a) The amount of the overpayment or underpayment;
- (b) The time period for correcting the overpayment or underpayment; and
- (c) The method for paying or collecting the funds.

(7) The department shall establish the time period for correcting any overpayment using the "Repayment Calculator" established by the School Finance Unit of the department. The department shall make the Repayment Calculator available upon request.

(8) The methods for paying or collecting the funds may include, but are not limited to:

- (a) Invoices for payment.
- (b) Transferring funds.
- (c) In the case of State School Fund payments, adjusting subsequent payments from the State School Fund to the school district, education service district or program.
- (d) In the case of other state funds, adjusting subsequent payments from those funds to the school district or education service district.

(9) The school district or education service district may appeal the determination of the repayment period or method of payment made under section (7) of this rule to the department. The appeal must be received by the department within 60 calendar days of the date of the notice and must:

- (a) Be in writing;
- (b) Establish through auditable, verifiable data that the repayment period or method of payment established in section (6) of this rule creates extreme financial hardship;
- (c) Contain a statement that the information is certified as being accurate and complete; and
- (d) Be signed by the superintendent or other official with authority to make the appeal.

(10) The school district or education service district may propose in the appeal an alternative time period for repayment of the funds.

(11) Within 60 calendar days of receiving the appeal, the department shall notify in writing the school district or education service district of the department's decision regarding the appeal. The department shall consider the following when making its determination of the time period for repayment of funds:

- (a) Applicable statutes, rules and policies;
- (b) Information from the audit or report and any recommendations made in the audit or report regarding the repayment period or method of payment;
- (c) Any other relevant information received by the department relating to the overpayment or underpayment of funds;
- (d) The financial situation of the school district or education service district; and
- (e) Prior determinations of the department on overpayment or underpayments of funds that involved the same statutes, rules or policies or similar facts and were made following the process prescribed by this rule.

(12) After the time period for the appeal has expired under section (11) of this rule or after the department has notified the school district or education service district of the department's decision regarding the appeal, the department shall proceed to pay or collect the funds.

(13) A school district or education service district may request in writing at the same time as when the district files an appeal under section (4) or (9) of this rule:

- (a) A public meeting with the department. If the department grants the meeting, the department will follow statutes and rules that apply to public meetings.
- (b) A mediation with the department relating to the issues that are the subject of the appeal. If the department agrees to the mediation, the mediation will be conducted by a mediator approved by the department and the department will not pay more than half the cost of the mediation.

(14)(a) The Superintendent of Public Instruction delegates to the department the authority to make corrections to distribution from the State School Fund for any year that is closed based on ORS 327.120 and the process established by this rule.

(b) The superintendent shall specify which department staff has the authority to make the determinations required by this rule. The determinations required in this rule may only be made by the superintendent or deputy superintendent.

(15) This temporary rule first applies to the overpayment or underpayment of state funds based on information received by the department in an audit or other report on or after January 1, 2017.

Statutory/Other Authority: ORS 326.051 & 327.125

Statutes/Other Implemented: ORS 326.111 & 327.006 -327.133

History:

ODE 29-2008, f. 12-16-08, cert. ef. 12-19-08

Reverted to 1EB 9-1982, f. & ef. 3-24-82

ODE 14-2007(Temp), f. & cert. ef. 7-6-07 thru 1-2-08

1EB 9-1982, f. & ef. 3-24-82



TO: Educator Advancement Council
FROM: Staff
RE: Regional Educator Network Temporary Rule Change
Date: March 27, 2024

This memo provides information about the Regional Educator Network (REN) temporary rule change EAC staff are submitting to the State Board of Education. With the REN Council workgroup, EAC staff have begun reviewing the REN administrative rules for coherence and alignment to the intent of the RENs. The [REN administrative rules](#) were adopted in 2019 when the RENs were first launched. The rules have not been revised or updated in order to reflect the growth and evolution of the initiative. This has led to unnecessary and outdated rules as well as the identification of gaps and missing rules and/or sections. EAC staff have identified five problems of practice that require attention to clarify and improve the function and role of Sponsoring Organizations and Networks. Of those five problems of practice, one is more time sensitive than the others.

Problem of Practice: The [current process articulated in rules](#) requires a competitive request for application (RFA) process each biennium, which is typically a 9-14 month process within a 24 month time period. The impact of this process creates inefficiencies, instability and inequities for Sponsoring Organizations and leaves less time for REN Implementation. Historically, the RFA process has been separate from the REN Plan submission and approval process that occurs every four years, but there is a need for a more aligned process.

Temporary Solution: Revise current rule so that it removes the requirement of “will establish an RFA each biennium” and replace it with “may establish an RFA each biennium” to allow for flexibility and on an “as needed” basis. EAC staff submit temporary rule revision to the State Board of Education (SBE). Once adopted by the SBE, the rule will be in effect for 180 days, giving the EAC time to develop a permanent rule that allows for flexibility and responsiveness to REN and Sponsoring Organization needs. We expect to have proposed permanent rule revisions completed by September 2024 in order for all changes to take place before the start of the 2025-2027 biennium.

Current Rule

For each biennium, the Educator Advancement Council **will** establish a request for application solicitation and approval process. The Council will notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms.

Temporary Rule Revision

For each biennium, the Educator Advancement Council ~~will~~**may** establish a request for application solicitation and approval process. The Council will notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms.

What we have found over the last two bienniums (2019-21 and 2021-23) is that due to the extended amount of time an RFA takes, it is typical that grant agreements are not in place by July 1 when existing agreements expire. Without executed grant agreements in place by July 1, Sponsoring Organizations “float” funds to continue REN implementation, which exacerbates inequities for smaller Sponsoring

Organizations and impacts administrative processes like hiring of new staff. The approach to submit a temporary rule change would keep EAC in compliance with the administrative rule requirements of the law, while upholding the values of the EAC and being responsive to REN needs and challenges impacting implementation.

Timeline and Next Steps

- April 3** EAC staff presents recommendation to Council; Council vote to approve
- April 4** EAC staff submit adopted temporary rule to ODE Rules Administrator/State Board of Education Admin
- May 16** EAC temporary rule recommendation presented to State Board of Education; Vote to approve
- May 17** Process complete and filed with Secretary of State for publishing
- Sept 2024** Permanent rule revision complete

Once published, temporary rules are in effect for 180 days. During that time EAC staff will continue work with EAC REN Workgroup and Council to develop permanent rule changes that are responsive and in alignment with the intent of the RENs.

Background information on Oregon Administrative Rules: Oregon law defines "rule" as "any agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency." ORS 183.310(9). Agencies may adopt, amend, repeal or renumber rules, permanently or temporarily (up to 180 days), using the procedures outlined in the [Oregon Attorney General's Administrative Law Manual](#). The State Board of Education, Teacher Standards and Practices Commission, and Higher Education Coordinating Commission can adopt rules on behalf of the EAC.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.E.

<p>SUBJECT: Regional Educator Network Temporary Rule Revision OAR 581-012-0009 STAFF NAME & OFFICE: Mercedes Jones, Educator Advancement Council</p> <p>Current rules require ODE/EAC to conduct a competitive request for application (RFA) process each biennium for the issuing of Regional Educator Network grants. The temporary revision would remove the requirement of “will establish an RFA each biennium” and replace it with “may establish an RFA each biennium” to temporarily suspend the requirement while the EAC works to develop a permanent rule revision relating to the process of establishing and funding Regional Educator Networks.</p> <p><input type="checkbox"/> New Rule <input checked="" 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 <input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Temp Rule <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

1. History

In 2017, the Oregon Legislature established the Educator Advancement Council (ORS 342.940) and directed the Council to establish, fund, and monitor Regional Educator Networks, through which every educator in the state will have access to professional learning and career advancement support (ORS 342.940, ORS 342.943).

In 2019, the State Board of Education adopted rules on behalf of the Council that describe definitions, Educator Advancement Fund uses, purpose of Regional Educator Networks (REN), selection criteria and processes for REN Sponsoring Organizations, eligibility and requirements of REN Member Organizations, requirements of REN Plans and uses of grant funding, and reporting (OAR 581-012-0001 through 581-012-0019).

2. Purpose

The rules adopted in 2019 require that ODE issue a Request For Application (RFA) on behalf of the Council each biennium in order to notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms for the selection of a REN (OAR 581-012-0009). A biennial RFA is not required statutorily, but was the process selected by the staff at the time to first select and renew REN Sponsoring Organizations, as is typical with state grants. Since 2019, RFA processes have typically taken 9 to 12 months, which is a significant administrative barrier to the continuity and stability of programs and services offered to educators through REN grants.

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

The Council, as well as the Board, does have discretion in many areas of these administrative rules. The temporary rule revision asks that the Board temporarily remove the RFA requirement so that staff have the opportunity to develop a comprehensive plan for permanent revisions, as there are many areas where statute does not provide clear requirements.

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May 16, 2024

AGENDA ITEM: 4.E.

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

In 2023, staff began efforts to engage partners in revising rules to better align administrative processes to program planning and implementation needs, as well as develop accountability mechanisms that support the policy goals and statutory requirements of the Council. The temporary rule revision will allow this work to be finished over the next six months, at which point staff will bring proposed permanent revisions to the State Board for consideration. Since winter 2023, staff have engaged with Council Directors, REN Sponsoring Organization staff, and ESD Superintendents through workgroups and listening sessions. Additional input is needed from REN Coordinating Body members and Member Organizations, which include school districts and federally recognized Tribes, as well as from potential applicants for REN grant funds as allowed by statute. This process will continue through the summer and fall 2024, prior to submission of proposed permanent rule revisions.

SUMMARY OF PREVIOUS BOARD ACTION

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

This has not yet been before the board.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

POLICY ISSUE OR CONCERNS

This is a temporary rule change so that staff can continue to work with constituents and partners to address policy issues or concerns. In revising the rules, staff have prioritized adherence to requirements of the law and being responsive to the current context and needs of the field in order to ensure grant funds are invested in ways that promote equitable and high-quality professional learning experiences and outcomes.

This temporary rule change primarily addresses concerns from the field that an RFA process every two years is an unnecessary administrative burden and is misaligned to the intent, allowable uses, and accountability processes of RENs and related grant funding. Staff are working to explore this issue further in order to propose an improved solution, and in the meantime are not ready to begin the RFA process currently required under administrative rules.

EQUITY IMPACT ANALYSIS

Staff have found that due to the extended amount of time an RFA takes, it is typical that grant agreements are not in place by July 1 when existing agreements expire. Without executed grant

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 4.E.

agreements in place by July 1, Sponsoring Organizations “float” funds to continue REN implementation, which exacerbates inequities for smaller Sponsoring Organizations, particularly those that typically serve rural and small school districts, and impacts administrative processes like hiring of new staff. Sponsoring Organizations that host RENs vary in size and capacity. The impact of “floating” funds has a trickle effect on REN projects and activities that focus on supporting rural educators, educators of color, and Indigenous educators in the regions, which causes a disruption in those services. It is also in conflict with the purpose of the Council and RENs, which were created to ensure equitable and open access to professional learning resources for all educators.

FISCAL ANALYSIS

This rule change temporarily removes the requirement that ODE conduct an application process for selecting eligible Sponsoring Organizations, which may be school districts, education service districts, federally recognized Tribes of Oregon, non-profit organizations, and post-secondary institutions of education. There is no anticipated fiscal impact on any of the named partner groups above.

EFFECT OF A “YES” OR “NO” VOTE

Approval of this recommendation will put a pause on staff developing and issuing an RFA for the selection of REN Sponsoring Organizations until a proposed permanent rule revision is identified. If the Board does not approve the recommendation, staff will move forward with developing and issuing an RFA; this will delay efforts to engage partners in process improvement for determining permanent revisions.

STAFF RECOMMENDATION

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

ATTACHMENTS

Attachment 1: Memo to Educator Advancement Council Dated March 27, 2024 Re: REN Rules

Attachment 2: April 3 Educator Advancement Council Meeting Minutes

[581-012-0009](#)

Criteria for Selecting Regional Educator Networks

- (1) For each biennium, the Educator Advancement Council ~~will~~may establish a request for application solicitation and approval process. The Council will notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms.
- (2) All applications must comply with the requirements of ORS 342.943 and rules adopted to implement those laws.
- (3) The Educator Advancement Council will select Regional Educator Networks based on the evaluation of the grant applications and the geographic location of applicants to ensure all areas of the state are represented in a Regional Educator Network.
- (4) The following entities are eligible to be a Regional Educator Network:
 - (a) School districts;
 - (b) ESDs;
 - (c) Non-profit organizations;
 - (d) Post-secondary institutions of education;
 - (e) Tribes; and
 - (f) A consortium of any combination thereof of entities described in this subsection.
- (5) Regional Educator Networks must be or partner with an eligible fiscal agent. Eligible fiscal agents are school districts, ESDs, or post-secondary institutions of education.

Statutory/Other Authority: ORS 342.940 & ORS 342.943

Statutes/Other Implemented: ORS 342.940 & ORS 342.943

History:

[ODE 147-2019, adopt filed 10/24/2019, effective 10/24/2019](#)

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)



Regional Educator Network (REN) Request for Application: Temporary Rules

Mercedes Jones (she/her)

Educator Advancement Council

mercedes.jones@ode.oregon.gov

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Educator Advancement Council



About the Educator Advancement Council

Building on Oregon's long-standing commitment to providing quality education for every student, the Educator Advancement Council was created in 2017 as a coalition of state agencies, educators, leaders, Tribes, and education partners who work towards building a statewide, seamless professional learning and educator support system.

The Educator Advancement Council works to:

- Develop collaborative and innovative partnerships that work to leverage resources for impact.
- Build an Oregon Professional Learning and Educator Support System for the equitable and sustainable distribution of professional learning and educator support resources that accounts for local contexts and priorities while leveraging the expertise and leadership capacity of educators.
- Build P-20 system-wide capacity to align, coordinate, and integrate educator preparation and professional learning efforts to ensure that educators experience a seamless system of support throughout their careers.
- Create long-lasting change for educators and students to ensure that students experience high quality and culturally responsive learning, in particular students of color, students with disabilities, emerging bilingual students, and students navigating poverty, houselessness, and foster care.

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How does the Educator Advancement Council fit into Oregon's P-20 education system?



Cradle



Pre-School



Pre-Kindergarten through 12th Grade



Higher Education



Career



Educator Advancement Council

Philanthropy | Community-Based Organizations | Education-Focused Nonprofits

Federally Recognized Tribes of Oregon

Department of Early Learning and Care

Early Learning Providers

OR Department of Education

Education Service Districts

School Districts & Boards

K12 Educators

(Teachers, Administrators, Classified Staff)

Higher Education Coordinating Commission

Teacher Standards and Practices Commission

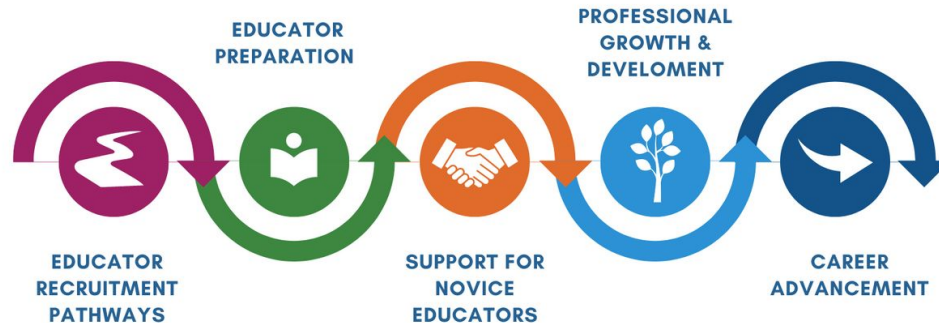
Educator Preparation Programs

Professional Educator Associations

Who We Serve

- Teachers, administrators, and school employees who provide instruction or support to students in early childhood education or in kindergarten through grade 12.
- Candidates entering into or enrolled in an educator preparation program.

EDUCATOR ADVANCEMENT CONTINUUM



Rulemaking

The State Board of Education adopts rules for programs administered by ODE.

- Regional Educator Networks: [OAR 581-012-0001 through 581-012-0019](#)
- Beginning Educator Mentoring Grant Program: [OAR 581-018-0130 through 581-018-0151](#)

Teacher Standards and Practices Commission and Higher Education Coordinating Commission adopt rules for programs administered in their agencies.

- HECC - Oregon Teacher Scholars Program: [OAR 575-066-0002 through 575-066-0016](#)
- TSPC - Oregon Administrator Scholars Program: [OAR 584-235-0205 through 584-235-0235](#)

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Rulemaking

1. Notification and Engagement

2. ODE Rules Advisory Committee

EAC Advising and Approval

3. State Board of Education

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REN Request for Application: Temporary Rules

- In 2017, the Oregon Legislature directed the Council to establish, fund, and monitor Regional Educator Networks, through which every educator in the state will have access to professional learning and career advancement support (ORS 342.940, ORS 342.943).
- In 2019, the State Board of Education adopted rules that describe definitions, fund uses, selection criteria and processes for REN Sponsoring Organizations, eligibility and requirements of REN Member Organizations, requirements of REN Plans and uses of grant funding, and reporting (OAR 581-012-0001 through 581-012-0019).
- The rules adopted in 2019 require that ODE issue a Request For Application (RFA) on behalf of the Council each biennium.
- The proposed revision would temporarily suspend the biennial RFA requirement while the EAQ¹ works to develop a permanent rule revision relating to the process of establishing and funding Regional Educator Networks.

Background: Regional Educator Networks

Serving all 197 school districts and 19 ESDs, and funded with Educator Advancement Funds (ORS 342.953), RENs aim to:

- Provide open access to high-quality and culturally responsive professional learning and supports for educators that reflects teacher voice, local contexts, and stages of an educator's career, maximizes collaborative leadership among teachers and administrators and reflects professional learning standards.
- Enhance a culture of leadership and collaborative responsibility that elevates and advances the teaching profession among professionals.
- Strengthen and enhance existing evidence-based practices that improve student achievement and that reflect changing students needs and demographics.
- Improve the recruitment, preparation, induction, and support of educators at each stage of the educators' careers.
- Enhance leadership and career advancement opportunities for teachers and increase the perspectives of teachers in identifying priorities for funding educator professional learning and educator supports.

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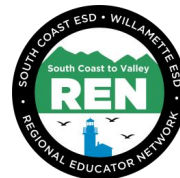
Background: Regional Educator Networks

RENs are unique regional partnerships:

- Led by a Coordinating Body representing local educators, leaders, communities, and education organizations.
- Provide infrastructure, technical assistance, professional development, and funding to targeted investments.
- Help local school districts engage educators in their community to identify local needs and distribute state dollars.
- Work toward statewide goals and common measures, but localize how investments are distributed and supports are prioritized by centering educator experiences and collecting and assessing local data.



Central Oregon
Regional Educator Network



Engagement Timeline

Council Workgroup met 4 times to review rules, discuss current challenges, identify areas for improvement. REN staff also met 3 times to share experiences and challenges

February - March
2024

2 Listening sessions with REN staff, Sponsoring Organizations to provide input.

May 2024

Workgroup will continue to review and make recommendations to REN rules and once completed, recommendations will be brought to the full Council for a vote.

August - September 2024

April 2024

Educator Advancement Council approved proposed temporary rules revision.

June 2024

Listening sessions/ interviews to continue with REN Member Organizations, Coordinating Body members, Sponsoring Organizations, and REN Staff.

October - December
2024

Revised, permanent rules brought to State Board for review and adoption.

REN Request for Application: Temporary Rules

Feedback collected:

- The biennial application process is labor intensive for both EAC and Sponsoring Organization staff and ultimately impacts the stability of REN implementation and creates inefficiencies.
- Need to improve processes to better evaluate and monitor how Sponsoring Organizations are meeting the preferred characteristics and requirements of a Sponsoring Organization, as well as to better articulate relationships between Member Organizations, Coordinating Bodies and Sponsoring Organizations.
- Desire to ensure that the original intent of taking a regional approach to supporting educators and centering educator voices is upheld.

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REN Request for Application: Temporary Rules

Current Rule

For each biennium, the Educator Advancement Council **will** establish a request for application solicitation and approval process. The Council will notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms.

Temporary Rule

For each biennium, the Educator Advancement Council ~~will~~**may** establish a request for application solicitation and approval process. The Council will notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms.

Proposed Rule Impacts: REN Request for Application

Racial Equity:

- The temporary rule change is intended to help the agency find a solution to an ongoing issue which exacerbates inequities for smaller Sponsoring Organizations that typically serve rural and small school districts.
- Frequent application processes have been disruptive to REN projects and services that focus on supporting rural educators, educators of color, and Indigenous educators in the regions.

Fiscal/Economic & Small Business Impact:

- This rule change temporarily removes the requirement that ODE conduct an application process for selecting eligible Sponsoring Organizations, which may be school districts, education service districts, federally recognized Tribes of Oregon, non-profit organizations, and postsecondary institutions of education.
- There is no anticipated fiscal impact on any of the named partner groups above.

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REN Request for Application: Temporary Rules

Engagements to date:

- Educator Advancement Council Directors
- Regional Educator Network staff
- Sponsoring Organization staff

Planned Future Engagement:

- Member Organizations (including school districts, education service districts, state sponsored public charter schools, federally recognized Tribes of Oregon, Oregon, the Oregon School for the Deaf, and any education programs under the Youth Corrections Education Program or Juvenile Detention Education Program)
- REN Coordinating Body members

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REN Request for Application: Temporary Rules

- We welcome feedback and input as we develop permanent rule revisions
- Email: eac.info@ode.oregon.gov
- Website: <https://eac.ode.state.or.us/page/regional-educator-networks>

Oregon State Board of Education

MEETING DATE

AGENDA ITEM: Regional Educator Network Temporary Rule Revision

<p>SUBJECT: Regional Educator Network Temporary Rule Revision OAR 581-012-0009 STAFF NAME & OFFICE: Mercedes Jones, Educator Advancement Council</p> <p>Current rules require ODE/EAC to conduct a competitive request for application (RFA) process each biennium for the issuing of Regional Educator Network grants. The temporary revision would remove the requirement of “will establish an RFA each biennium” and replace it with “may establish an RFA each biennium” to temporarily suspend the requirement while the EAC works to develop a permanent rule revision relating to the process of establishing and funding Regional Educator Networks.</p> <p><input type="checkbox"/> New Rule <input checked="" 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>
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BACKGROUND

1. History

In 2017, the Oregon Legislature established the Educator Advancement Council (ORS 342.940) and directed the Council to establish, fund, and monitor Regional Educator Networks, through which every educator in the state will have access to professional learning and career advancement support (ORS 342.940, ORS 342.943).

In 2019, the State Board of Education adopted rules on behalf of the Council that describe definitions, Educator Advancement Fund uses, purpose of Regional Educator Networks (REN), selection criteria and processes for REN Sponsoring Organizations, eligibility and requirements of REN Member Organizations, requirements of REN Plans and uses of grant funding, and reporting (OAR 581-012-0001 through 581-012-0019).

2. Purpose

The rules adopted in 2019 require that ODE issue a Request For Application (RFA) on behalf of the Council each biennium in order to notify eligible applicants of the application process and the due dates, and make available necessary guidelines and application forms for the selection of a REN (OAR 581-012-0009). A biennial RFA is not required statutorily, but was the process selected by the staff at the time to first select and renew REN Sponsoring Organizations, as is typical with state grants. Since 2019, RFA processes have typically taken 9 to 12 months, which is a significant administrative barrier to the continuity and stability of programs and services offered to educators through REN grants. Frequent application processes have been disruptive to REN projects and services that focus on supporting rural educators, educators of color, and Indigenous educators in the regions.

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

The Council, as well as the Board, does have discretion in many areas of these administrative rules. The temporary rule revision asks that the Board temporarily remove the RFA requirement

Oregon State Board of Education

MEETING DATE

AGENDA ITEM: Regional Educator Network Temporary Rule Revision

so that staff have the opportunity to develop a comprehensive plan for permanent revisions, as there are many areas where statute does not provide clear requirements.

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

In 2023, staff began efforts to engage partners in revising rules to better align administrative processes to program planning and implementation needs, as well as develop accountability mechanisms that support the policy goals and statutory requirements of the Council. The temporary rule revision will allow this work to be finished over the next six months, at which point staff will bring proposed permanent revisions to the State Board for consideration. Since winter 2023, staff have engaged with Council Directors, REN Sponsoring Organization staff, and ESD Superintendents through workgroups and listening sessions. Additional input is needed from REN Coordinating Body members and Member Organizations, which include school districts and federally recognized Tribes, as well as from potential applicants for REN grant funds as allowed by statute. This process will continue through the summer and fall 2024, prior to submission of proposed permanent rule revisions.

SUMMARY OF PREVIOUS BOARD ACTION

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

This has not yet been before the board.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

POLICY ISSUE OR CONCERNS

This is a temporary rule change so that staff can continue to work with constituents and partners to address policy issues or concerns. In revising the rules, staff have prioritized adherence to requirements of the law and being responsive to the current context and needs of the field in order to ensure grant funds are invested in ways that promote equitable and high-quality professional learning experiences and outcomes.

This temporary rule change primarily addresses concerns from the field that an RFA process every two years is an unnecessary administrative burden and is misaligned to the intent, allowable uses, and accountability processes of RENs and related grant funding. Staff are working to explore this issue further in order to propose an improved solution, and in the meantime are not ready to begin the RFA process currently required under administrative rules.

EQUITY IMPACT ANALYSIS

Oregon State Board of Education

MEETING DATE

AGENDA ITEM: Regional Educator Network Temporary Rule Revision

The temporary rule change is intended to help the agency find a solution to an ongoing issue which exacerbates inequities for smaller Sponsoring Organizations that typically serve rural and small school districts. Frequent application processes have been disruptive to REN projects and services that focus on supporting rural educators, educators of color, and Indigenous educators in the regions.

FISCAL ANALYSIS

This rule change temporarily removes the requirement that ODE conduct an application process for selecting eligible Sponsoring Organizations, which may be school districts, education service districts, federally recognized Tribes of Oregon, non-profit organizations, and post-secondary institutions of education. There is no anticipated fiscal impact on any of the named partner groups above.

EFFECT OF A "YES" OR "NO" VOTE

Approval of this recommendation will put a pause on staff developing and issuing an RFA for the selection of REN Sponsoring Organizations until a proposed permanent rule revision is identified. If the Board does not approve the recommendation, staff will move forward with developing and issuing an RFA; this will delay efforts to engage partners in process improvement for determining permanent revisions.

STAFF RECOMMENDATION

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

ATTACHMENTS

Attachment 1: Memo to Educator Advancement Council Dated March 27, 2024 Re: REN Rules
Attachment 2: April 3 Educator Advancement Council Meeting Minutes

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 5.A.

<p>SUBJECT: Beginning Teacher and Administrator Mentorship Program; OARs 581-018-0130 through 581-018-0151</p> <p>STAFF NAME & OFFICE: Emily McCaffrey, Educator Advancement Council</p> <p>The Beginning Teacher and Administrator Mentorship Program OARs must be revised to align with statutory changes adopted by the Legislature in 2023 (Senate Bill 283) and 2024 (Senate Bill 1552). The proposed revisions include:</p> <ul style="list-style-type: none">• Adds “educator networks” as defined in ORS 342.943 to eligible grant recipients (SB 283).• Updates the role of ODE and EAC in administering the program (SB 283).• Clarifies that for the 2023-2025 biennium, beginning teachers with a provisional license (Emergency or Restricted Licenses) may be supported with grant funds (SB 283).• Defines rural districts; clarifies application requirements (SB 283).• Allows noncompetitive awarding of grants in the 2023-2025 biennium (SB 1552). <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</p> <p><input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action</p> <p><input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

1. History:

In 2007, the Oregon Legislature passed HB 2574 authorizing the Oregon Department of Education (ODE) to establish a beginning teacher and administrator mentoring program. The Oregon Mentoring Program provided support to beginning teachers, principals, and superintendents (ORS 329.788 to 329.820).

The State Board of Education adopted Oregon Administrative Rules 581-018-0130 through 581-018-0151 for the Oregon Beginning Teacher and Administrator Mentorship Program which authorizes ODE to award grants to school districts for programs that pair experienced mentors with beginning teachers and administrator. The Grant Program was established in 2007 and continued until its sunset in 2019.

In 2023 and 2024, the Legislature made statutory changes to the program and provided one-time funding for the current biennium to ODE to issue grants under the program (SB 283, 2023 and SB 1552, 2024). The revised statute made several key changes, including that the Educator Advancement Council (supported by ODE) will administer the program, educator networks are eligible to apply for and receive funding, and naming five priority groups of educators to be supported with funds. The proposed revisions align existing rule with the revised statute.

2. Purpose

Oregon State Board of Education

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Current rules have been in place since 2015, with minor revisions adopted by the State Board in 2019. The rules describe definitions, program standards, purpose of the program, selection and duties of mentors, grant eligibility, grant application requirements and evaluation criteria, use of grant funds, and penalty for violation of the grant requirements.

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

The majority of the rules are mirroring the statute, with these areas for discretion, which are to be determined in coordination with the EAC:

- Definition of “Administrator’s Present Position”
- Definition of “Rural district”
- Definition of “school district”
- Mentoring program standards
- Approved training or curriculum for mentors and beginning teachers and administrators
- Annual grant award amount
- Penalty amount for grantees determined to be in violation of program requirements

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

The EAC office at ODE drafted the rule revisions narrowly to the changes made in the revised statutes; the staff did not make substantive changes to the existing rules unless it was affected by the new statute. The staff consulted partners involved in former and current mentoring programs across the state, individuals representing Regional Educator Networks, as well as agency staff, to ensure alignment with current best practice regarding district eligibility and definition of “rural district.” The revised rules were then brought to the Educator Advancement Council for their review and approval in late March, and the Council voted to approve the revisions on April 3 at the Council meeting.

Novice teachers and administrators employed in school districts, including education service districts, public charter schools, and state-operated schools, are affected by this grant program. The revisions to these rules aim to adhere to the statutory requirements of the program and not impose additional restrictions or requirements for the distribution, use, and evaluation of this one-time investment in order to minimize impact on district administrative processes while simultaneously upholding high standards that can lead to positive impacts for educators, students, and communities.

Novice educators were not directly consulted, through their needs were often represented in conversations and input collected through the Regional Educator Networks. Given the limited scope of these rule revisions within statutory requirements, input is most helpful to inform the evaluation and technical assistance approach being employed by the agency in implementation of these one-time funds.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?
This has not yet been before the board.

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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

In revising the rules, staff have prioritized adherence to requirements of the law and being responsive to the current context and needs of the field in order to ensure mentoring grant funds are invested in ways that promote equitable and high quality mentoring experiences and outcomes. Through engagement with different groups in the field, we have heard concerns relating to the following policies and have addressed them in the following ways.

1. SB 283 names five priority groups that are to be prioritized in distributing funds during the 2023-25 biennium; these groups are reflected in the revised rules. These groups include educators serving in rural school districts, Special Education educators, and culturally and linguistically diverse educators; each of these groups serve students who are historically underserved. The process of distributing grant funds will prioritize these groups.
2. Representatives of school districts and educator preparation programs highlighted the importance of using funds to provide mentors to emergency or restricted teaching license holders, which is allowable by law, as well as one of the named priority groups in SB 283. This is reflected in the revised rules for the 2023-25 biennium.
3. Mentoring programs, district leaders, and educators express that there is limited availability of experienced educators to act as mentors. In the rules revision, we have maintained the lowest allowable number of contact hours for mentors/educators as allowed by law, as well as clarifying that former educators can be mentors (in addition to retired educators). The rules provide flexibility for mentoring relationships to be developed and supported through multiple avenues, such as through professional learning opportunities, classroom observation, and 1:1 meetings – all of which can be provided virtually or in-person. Standards for mentoring relationships, activities, and programs have not been changed, as it is important to maintain the quality of mentoring experiences in order to have the best possible outcomes.
4. Mentoring programs, district leaders, and educators express the need for differentiated training for mentors with different levels of experience, as well as for mentors serving educators in positions that serve historically underserved students (Special Education educators, administrators, and educators in rural settings). We have addressed this by maintaining the standards for training, but in implementation, programs will provide their own training that meets the standards (rather than one state-provided training as had been done in the past). We are also offering comprehensive technical assistance to mentoring program staff to ensure

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programs are continuously improving in their delivery of high quality, culturally responsive mentorship programs.

EQUITY IMPACT ANALYSIS

The rules revision itself will not have a systematic effect on historically underserved students, educators, and communities as the revisions are updating existing program rules based on statute changes that are largely consistent with past practice.

SB 283 names five priority groups that are to be prioritized in distributing funds during the 2023-25 biennium; these groups are reflected in the revised rules. These groups include educators serving in rural school districts, Special Education educators, teachers on emergency licenses, and culturally and linguistically diverse educators; educators in some of these groups are historically underserved, and many of these groups disproportionately serve students who are historically underserved. The process of distributing grant funds will prioritize these groups. Additionally, the delivery of technical assistance to mentoring programs is focused on ensuring that programs are providing high quality, culturally responsive mentoring services to educators that are aligned to research and state standards, which specifically call on mentoring programs to implement practices that “accelerate the professional practice of beginning educators to positively impact student achievement” and “foster and develop culturally competent educators.” This will be monitored through the work of the technical assistance provider, as well as through ongoing evaluation of the grant program provided by a contracted evaluator.

The intended impact of this program, including the provision of technical assistance and evaluation services, is to increase the number of educators receiving high quality mentoring in Oregon. As a result of receiving high quality mentoring, educators should become more effective in serving students as well as continue to grow and advance in their careers. Prioritizing the groups of educators named in the bill is intended to ensure educators who are themselves members of underserved communities receive support, and that students who are historically and currently underserved experience well supported educators.

FISCAL ANALYSIS

The Mentoring Grant Program is funded at \$8 million and included in the agency’s budget for the 2023-2025 biennium as authorized by SB 283. School districts, public charter schools, state sponsored schools, and educator networks are eligible to apply for funds, which will be distributed noncompetitively. ODE did not receive any staffing or operations funds to administer this program, so it is being absorbed by current staff in the EAC office, procurement office, and budget and grants offices.

The proposed rule changes allow for the grant to be distributed noncompetitively, which is intended to reduce administrative burden on ODE and school districts in applying for and receiving grant funds. The proposed rule changes also add public charter schools as being eligible to apply for grants; this was done in order to ensure access to funding if a district does not apply for the grant. There are no other proposed rule changes that will impact the administration of this program from a fiscal perspective.

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EFFECT OF A "YES" OR "NO" VOTE

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

This item will not be voted on at the May SBE meeting, as this is a first read. Upon second reading, approval of this recommendation will enable the revised rules to be adopted and the grant program to move forward as planned for the 2024-2025 school year. If the Board does not approve the recommendation, the grant program will be put on pause until the Board approves the revised rules. This pause will delay the distribution of grants to approved districts and educator networks.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Memo to Educator Advancement Council Dated March 27, 2024 Re: Mentoring Rules

Attachment 2: April 3 Educator Advancement Council Meeting Minutes

TO: Educator Advancement Council
FROM: Staff
RE: Senate Bill 283 Mentorship Program
Date: March 27, 2024

This memo provides a summary on progress made in implementing the SB 283 Mentorship Program, and identifies needed next steps, including a vote by the Council to approve a draft of revisions to the administrative rules. Due to the short timeframe for implementation, as well as limited capacity of current staff to undertake this project, the approach to implementation is one that meets the requirements of the law while upholding the values of the EAC and responding to current needs and constraints impacting the field. It also creates opportunities for conducting an in-depth study of current mentoring practices, identifying system needs and opportunities, and engaging practitioners in shaping the state's standards for mentorship programs and practices.

Summary of SB 283 Mentorship Program for the 2024-2025 School Year

[Senate Bill 283 \(2023\)](#) amends statutes relating to Oregon's beginning educator mentorship program and provides \$8 million one-time grant dollars to support local and regional mentorship programs that pair experienced educators with beginning teachers and administrators. The bill directs the EAC to:

- Administer the grant program, including receiving and evaluating applications, distributing grant funds, determining penalties.
- Define established best practice and research-based criteria for selection of mentors.
- Identify criteria for approving training for mentors and beginning teachers and administrators.
- Ensure mentors receive training that is provided or approved by the EAC.
- Conduct regular and ongoing evaluation of implementation and administration of the program.

The grant program will include the following components:

- Non-competitive grants (authorized by [SB 1552 \(2024\)](#)) to districts and Regional Educator Networks based on an application for funding to support training and stipends for mentors in 2024-25 academic year.
 - Grant awards based on the number of beginning teachers and administrators participating in the program (expected to be between \$1,500 and \$5,000 per beginning educator).
 - Grants are intended to prioritize the continuation of existing mentoring relationships serving beginning teachers and administrators and those who hold an endorsement related to special education, who serve in school districts in rural areas, who are diverse, as defined in ORS 342.433, and who hold an emergency teaching license.
- Communities of Practice for program and district staff supports learning and development of high quality mentorship programs and mentoring practices.
- Statewide mentorship study to evaluate the current landscape of mentoring program practices, identify needs and opportunities, and inform development of state standards.

During the 2024-2025 year, technical assistance and evaluation partners will work with grantees to study and gather input from the field to inform updates to [Oregon Mentoring Program standards](#) to ensure alignment with educator needs and current research on effective mentoring practices.

Mentorship Program Administrative Rules

Oregon law defines "rule" as "any agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency." ORS 183.310(9). Agencies may adopt, amend, repeal or renumber rules, permanently or temporarily (up to 180 days), using the procedures outlined in the [Oregon Attorney General's Administrative Law Manual](#). The State Board of Education, Teacher Standards and Practices Commission, and Higher Education Coordinating Commission can adopt rules on behalf of the EAC.

The State Board of Education adopted [Oregon Administrative Rules 581-018-0130 through 581-018-0151](#) for the Oregon Beginning Teacher and Administrator Mentorship Program, with most recent updates made in 2019. The attached revisions propose changes to the existing rules that align with the bills passed in 2023 and 2024. With the Council's approval, the revisions will be presented to the State Board of Education for adoption and filing with the Secretary of State.

The following summarizes the revisions made to the rules:

- Adds "educator networks" as defined in ORS 342.943 to eligible grant recipients (SB 283).
- Updates the role of ODE and EAC in administering the program (SB 283).
- Clarifies that for the 2023-2025 biennium, beginning teachers with a provisional license (Emergency or Restricted Licenses) may be supported with grant funds (SB 283).
- Defines rural districts; clarifies application requirements (SB 283).
- Allows noncompetitive awarding of grants in the 2023-2025 biennium (SB 1552).

On April 3, 2024 the Council will be asked to vote on approving the draft revised administrative rules. The Council's vote will indicate their approval of the revised administrative rules, which will then be brought to the State Board of Education for consideration in April and adoption in June. The adopted rules will then be filed with the Secretary of State. If the rules are not approved by the Council in April, the Council will vote in June and the same steps will be followed.

Mentorship Program Grant Guidance and Application Next Steps

To aid in information sharing about this grant opportunity, requirements, application and distribution processes, staff have created two documents that will be emailed to district and REN leaders:

1. Draft Grant Program Application Guidance: explains how grants will be administered and the expectations for grant activities, spending, and reporting that recipients will need to meet.
2. Application Forms: Eligible programs that are interested in the grant opportunity will be asked to complete and submit the forms. The information will be used in planning for grant allocations and technical assistance activities, as well as ensuring that eligible applicants meet the grant requirements.

Once the revised administrative rules are approved by the Council, staff will finalize and distribute the guidance and the application. Once applications are submitted and approved, ODE will issue grant agreements to qualifying applicants. Staff will be providing more communications and a webpage where information will be publicly available about these grants moving forward.

Technical Assistance and Evaluation

Through communities of practice (COP), technical assistance and support will be provided to district and REN staff for development and expansion of high quality mentorship programs available to beginning educators. Through various COP, staff will collaboratively unpack [state standards](#), problem-solve, plan, and learn for improved mentorship program practices. District and program staff will also meet internally as a team separately from statewide COP to reflect on and integrate learning into program implementation. COPs will be organized around the standards that are relevant to the locus of control of different staff roles; for example:

- District leadership COP: focus on the Program standards (Program Administration, Collaboration, and Communication; Leadership Engagement; Program Assessment and Evaluation)
- Program leadership COP: focus on Process and Professional Practices standards (Roles and Responsibilities; Professional Learning; Teacher and Administrator Assessment; Instructional and Leadership Practices; Equity, Cultural Competence and Universal Access)

The facilitator of the COP will document and report on COP activities, learning, and outcomes to support scaling of best practices and recommendations for future communities of practice as well as for revisions to state standards.

In addition to providing Communities of Practice to support development of high quality mentorship programs, Willamette ESD's Center for Education Innovation, Evaluation and Research will be conducting a study during the 2024-2025 school year on mentorship programs and practices across the state, including but not limited to those funded by this grant. The purpose of the study is to explore the state of mentoring beginning teachers and administrators throughout Oregon. Specifically, the study will seek to identify innovative, successful models hosted by Regional Educator Networks and school districts, and to understand what is working, where it is working, under what conditions, with whom, and its impact on beginning teacher and administrator retention and practice.

Proposed Oregon Administrative Rule Revisions: Oregon Beginning Teacher and Administrator Mentorship Program

Oregon Administrative Rules 581-018-0130 through 581-018-0151

581-018-0130

Definitions: Beginning Teacher and Administrator Mentorship Program

The following definitions apply to Oregon Administrative Rules 581-018-0130 through 581-018-0151 unless the context requires otherwise:

- (1) "Administrator's Present Position" means being assigned in the role as a principal or a superintendent.
- (2) "Beginning Administrator" means a principal or superintendent who:
 - (a) Possesses an administrative license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed as a principal or superintendent by a school district; and
 - (c) Has been assigned for fewer than two school years in the administrator's present position.
- (3) "Beginning Teacher" means a teacher who:
 - (a) Possesses a teaching license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed at least half time, primarily as a classroom teacher, by a school district; and
 - (c) Has taught fewer than two school years, as a licensed teacher in any public, private, or state-operated school.
- (4) "Classroom Teachers" means all teachers who provide direct instruction to students.
- (5) "District" means a school district, an education service district, a public charter school, a state-operated school, or any legally constituted combination of such districts.
- (6) "Educator Network" means an educator network established under ORS 342.943.
- (7) "Rural district" means a district identified by the Oregon Department of Education as being located in an area that is designated by the US Census Bureau as located outside of a city or its urban fringe area for statistical purposes.
- (68) "Mentor " means an individual who:
 - (a) Is an acting or retired teacher, principal or superintendent;
 - (b) Has met established best practice and research-based criteria as defined by the Educator Advancement Council and adopted by the State Board of Education by rule
 - (c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;
 - (d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and

(e) Has been selected and trained as described in ORS 329.815.

(79) "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation; assistance in instructional planning and preparation; support in implementation and delivery of classroom instruction; development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.

(810) "Teacher" means a licensed employee of a common or union high school district, an employee of an education service district or a state-operated school who has direct responsibility for instruction, coordination of educational programs or supervision of teachers and who is compensated for services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative certificate.

(911) "Mentoring" means a professional relationship between an educator and a skilled mentor. In a confidential and trusting partnership, the mentor supports the educator to transform practice through a process of reflection and inquiry. The goals of this collaborative and continuous work are: to accelerate instructional practice, ensure equitable learning for all students, retain effective educators, and empower educational leaders.

(1012) "Culturally or Linguistically Diverse" means characteristics of a person, including:

(a) Origins in any of the black racial groups of Africa but is not Hispanic;

(b) Hispanic in culture or origin, regardless of race;

(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;

(d) Origins in any of the original peoples of North American, including American Indians or Alaskan Natives; or

(e) A first language that is not English.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 35-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

ODE 24-2015, f. & cert. ef. 12-18-15

ODE 13-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16

Renumbered from 581-020-0065 by ODE 1-2015, f. & cert. ef. 1-26-15

Renumbered from 581-020-0065 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0133](#)

Mentoring Program Standards

(1) Districts or educator networks applying for an Oregon Beginning Teacher and Administrator Mentoring Program Grant shall align mentoring programs with the Mentoring Program Standards.

(2) Mentoring Program Standards describe the structures and functions, processes, and effective practices necessary for a quality program. Effective mentoring is foundational to a quality program. An essential element of a mentoring program is a professional mentor who understands and utilizes the skills, strategies and tools necessary for the continuous development of teachers and administrators.

(a) Program: Districts and educator networks are committed to integrating and sustaining comprehensive mentor programs targeting quality teaching and learning that aligns with other district and state initiatives and goals.

(A) Program Administration, Collaboration, and Communication: Quality mentor programs provides structures to assure a cohesive system for mentoring that is supported at all levels. A Quality Mentor Program:

(i) Has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.

(ii) Includes system-wide leadership.

(iii) Involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher preparation programs, educator professional learning, evaluation systems and other P-20 initiatives.

(iv) Develops and maintains structures and systems to promote two-way communication and stakeholder involvement.

(B) Leadership Engagement: Quality mentor programs require involved and informed leaders. Leaders in a Quality Mentor Program:

(i) Provide resources and conditions required to promote and improve teacher and administrator success.

(ii) Engage in professional learning in how best to support teachers and administrators.

(iii) Collaborate and coordinate with other mentor program leaders across the state.

(C) Program Assessment and Evaluation: Quality mentor programs collect data to evaluate and improve program effectiveness. A Quality Mentor Program:

(i) Purposefully and systematically collects data, using multiple measures, to demonstrate implementation, impact, and areas for continuous improvement.

(ii) Continuously and systematically shares evaluation findings with stakeholders¹ to inform decision-making and accountability.

(b) Processes: Mentoring processes are characterized by collaborative cycles of inquiry that provide for standards based feedback loops leading to measurable outcomes and practices for the success of all students.

(A) Roles and Responsibilities: A quality mentor program carefully selects and assigns participants and clearly defines roles. A Quality Mentor Program:

- (i) Has a formal, rigorous and timely process for recruiting and selecting mentors based on criteria consistent with the roles and responsibilities of mentoring.
- (ii) Defines and communicates mentor roles and responsibilities that are focused on the continuous development of teacher and administrator practice.
- (iii) Utilizes a standards based system of ongoing assessment for mentor growth and accountability.

(B) Professional Learning: Quality mentor programs expand the knowledge and refine the practice of mentors and mentees through a collaborative process, supported by research. A Quality Mentor Program:

- (i) Establishes learning communities engaged in professional learning, problem-solving, and evidenced based collaborative inquiry for mentors, as well as teacher and administrator mentees.
- (ii) Ensures participants apply new learning to mentoring practice through engaging in goal-setting and reflection, implementing inquiry action plans, and analyzing data.
- (iii) Facilitates professional learning that is guided by research, standards, local priorities and the developmental needs of mentors, as well as teacher and administrator mentees.

(C) Teacher and Administrator Assessment: Quality mentor programs utilize a data based cycle of inquiry to assess effective instructional and leadership practices. A Quality Mentor Program:

- (i) Includes self-reflection, goal setting, observations, and formative assessments.
- (ii) Is designed to accelerate educator effectiveness to ensure that every student is ready for college, careers and engaged citizenship.
- (iii) Includes multiple sources of evidence to assess teacher and administrator mentees' strengths and areas for growth and guide professional learning.

(c) Professional Practice:

(A) Instructional and Leadership Practices: Quality mentor programs accelerate the professional practice of beginning educators to positively impact student achievement. A Quality Mentor Program:

- (i) Fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.
- (ii) Supports knowledge of curriculum standards, grade level and subject standards, pedagogy and performance levels for students.
- (iii) Strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.
- (iv) Develops teacher and administrator mentees' knowledge and application of the physical, cognitive, emotional and social well-being of students.

(v) Supports collaborative partnerships among educators, families, and the community.

(B) Equity, Cultural Competence and Universal Access: Quality mentor programs foster and develop culturally competent educators. A Quality Mentor Program:

(i) Supports teachers and administrator mentees' knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.

(ii) Expands teachers and administrators' self-awareness of cultural competency and how that impacts their learning, teaching and leadership.

(iii) Demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

ODE 43-2014, f. & cert. ef. 12-4-14

[581-018-0136](#)

Pertaining to Beginning Teacher and Administrator Mentorship Program

The ~~State Board of Education~~ Educator Advancement Council shall establish a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in the state with continued and sustained support from a formally assigned mentor teacher or administrator. The legislative assembly finds that:

(1) The quality of teaching and administration in the public schools is of vital importance to the future of Oregon;

(2) Oregon has a special interest in insuring that the induction of beginning teachers and administrators into their profession enhances their professional growth and development by making a positive impact on student learning for all students, to help close the achievement gap;

(3) The formal assignment of mentors who have demonstrated the appropriate subject matter knowledge and teaching and administrative skills will substantially improve the induction and professional growth of beginning teachers in the state as well as provide mentors with additional and valuable opportunities to enhance their own professional growth;

(4) Teachers and administrators who receive research-based, relevant mentoring produce students with a higher rate of achievement;

(5) School districts that have teacher mentoring have a higher rate of retention among teachers; and

(6) Administrators who receive mentoring improve their effectiveness as administrators and continue to improve throughout their careers.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

Renumbered from 581-020-0060 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08
EB 9-1990, f. & cert. ef. 1-30-90
EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0139](#)

The Selection, Nature and Extent of Duties of Mentor Teachers

(1) Based on the requirements of ORS 329.790 to 329.820, the selection, nature and extent of duties of mentors shall be determined:

(a) ~~By the school district based on the requirements of ORS 329.790 to 329.820,~~ that is the employer of the teacher or administrator and of the mentor;

(b) Jointly by the school district that is the employer of the teacher or administrator and the school district that is the employer of the mentor; or

(c) By an educator network.

(2) No teacher, principal or superintendent shall be designated as a mentor unless willing to perform in that role;

(3) No mentor shall participate in the evaluation of a beginning teacher or administrator for purposes of actions taken under ORS 342.805 to 342.937;

(4) Written or other reports of a mentor regarding a beginning teacher or administrator may not be used in the evaluation of beginning teacher or administrator.

(5) Each mentor shall complete successfully a training provided by the Oregon Department of Education on behalf of the Educator Advancement Council or approved according to criteria established by the Department of Education-Educator Advancement Council while participating in the beginning teacher and administrator mentorship program;

(6) Mentors shall receive professional development before the school year begins and throughout the school year.

~~(6)~~ The grant received for each beginning teacher or administrator may be used by the district to compensate mentors or to compensate other individuals assigned duties to provide release time for teachers, principals or superintendents acting as mentors.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

Renumbered from 581-020-0085 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 3-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0142](#)

Eligibility: Beginning Teacher and Administrator Mentorship Program

(1) There is established a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor.

(2) Any district or educator network is eligible to apply to participate in the beginning teacher and administrator mentorship program. Grants may be subject to application, evaluation, approval by the Oregon Department of Education on behalf of the Educator Advancement Council, and the legislative appropriation of funds.

(3) A school district may participate through an educator network or may enter into a partnership with another school district, an institution of higher education, an education service district or another organization to operate jointly a beginning teacher and administrator support program if:

(a) All moneys received as grants-in-aid for the mentorship program are administered by the participating school district to provide direct services to beginning teachers and administrators; and

(b) All other requirements of ORS 329.790 to 329.820 are met.

(4) The awarding of grants under OAR 581-020-0080 is subject to the availability of funds appropriated therefore.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 36-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

Renumbered from 581-020-0070 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0145](#)

Grant Application: Beginning Teacher and Administrator Mentorship Program

Each district or educator network that wishes to participate in the beginning teacher and administrator mentorship program shall submit a formal application to the Department of Education on behalf of the Educator Advancement Council. The application shall include:

(1) A description of the priorities to be addressed by moneys received by a school district or educator network for the mentorship program, including:

(a) Efforts to increase the number of culturally and linguistically diverse educators hired; ~~and~~

(b) Efforts to close the cultural and linguistic gap between the demographics of the ~~district's teachers and administrators with the demographics of the students served by the school district~~ students of the school district or school districts within the educator network and the demographics of the educators of the school district or school districts within the educator network;-

(c) Efforts to develop educators who hold an endorsement related to special education, who serve in rural districts, or who are diverse as defined in ORS 342.433; and

(d) Efforts to continue existing mentorship relationships.

(2) The names of all eligible beginning teachers and administrators employed by the district or a school district within the educator network and a description of their assignments. ~~and;~~

~~(23)~~ A description of the proposed mentorship program, which must provide at least 75-90 hours of frequent contact, ~~totaling a minimum of 90 hours~~ between mentors and beginning teachers and administrators, throughout the school year.

~~(34)~~ A description of the research based training that will be provided to mentors ~~and beginning teachers and administrators~~ before the school year begins and throughout the school year, including:-

(a) How research and knowledge on the needs of beginning teachers or administrators informs the training curriculum;

~~(4b)~~ ~~A description of h~~How the training will build relationships of trust and mutual collaboration with beginning teachers and administrators. ~~;~~ and

(c) How the training supports mentors to meet the standards of a Quality Mentor Program described in OAR 581-018-0133.

~~(5)~~ ~~A description of the professional development mentors will receive before the school year begins and throughout the school year.~~

~~(65)~~ A school district or educator network shall certify in the application that all participating beginning teachers have less than 2 years of experience in any state and have a non-provisional license from the Teacher Standards and Practices Commission. This rule takes effect on July 1, 2025. no eligible beginning professional educators are or may be under a conditional license, except as provided for by rules of the Teacher Standards and Practices Commission.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 37-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

ODE 24-2015, f. & cert. ef. 12-18-15

ODE 13-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16

Renumbered from 581-020-0075 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0148](#)

Funding: Beginning Teacher and Administrator Mentorship Program

(1) Subject to ORS 291.230 to 291.260, the Department of Education shall distribute grants-in-aid on behalf of the Educator Advancement Council to qualifying ~~school~~-districts or educator networks to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district or educator network shall receive annually an amount that is aligned with evidence-based best practices for beginning teachers and administrators approved for support.

(2) If the funds are insufficient for all eligible proposals, the Department of Education, on behalf of the Educator Advancement Council, shall award grants on a competitive basis taking into consideration:

(a) Successful or promising efforts to increase the number of culturally and linguistically diverse educators hired; and

(b) Closing the cultural and linguistic gap between demographics of ~~the district's~~ teachers and administrators and the demographics of students served by of the ~~school~~-district or educator network; and

~~(3c) Whether the school-district is a small school-or rural district-or serves a rural community, geographic and demographic diversity or whether the educator network serves small or rural districts.~~

(3) Notwithstanding ORS 329.805 (2), grants awarded under ORS 329.805 during the 2023-2025 biennium are not required to be awarded on a competitive basis. The Oregon Department of Education, on behalf of the Educator Advancement Council, shall establish a maximum award amount for qualifying districts or educator networks based on funds available. This rule expires on July 1, 2025.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 38-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

ODE 24-2015, f. & cert. ef. 12-18-15

ODE 13-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16

Renumbered from 581-020-0080 by ODE 1-2015, f. & cert. ef. 1-26-15

Renumbered from 581-020-0080 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 25-1990(Temp), f. & cert. ef. 5-18-90

EB 9-1990, f. & cert. ef. 1-30-90

EB 36-1988, f. & cert. ef. 8-5-88

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0151](#)

Violation and Penalty: Beginning Teacher and Administrator Mentorship Program

A district or educator network that is determined by the Department of Education on behalf of the Educator Advancement Council to be in violation of one or more of the requirements of OAR 581-018-0130 through 581-018-0151 may be required to refund all grants-in-aid moneys distributed under 581-018-0148. The amount of penalty shall be determined by the ~~State Board of Education~~ Department of Education on behalf of the Educator Advancement Council.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 39-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

[ODE 5-2019, minor correction filed 01/10/2019, effective 01/10/2019](#)

Renumbered from 581-020-0090 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 3-2008, f. & cert. ef. 1-25-08
EB 18-1988, f. & cert. ef. 3-16-88

Proposed Oregon Administrative Rule Revisions: Oregon Beginning Teacher and Administrator Mentorship Program

Oregon Administrative Rules 581-018-0130 through 581-018-0151

581-018-0130

Definitions: Beginning Teacher and Administrator Mentorship Program

The following definitions apply to Oregon Administrative Rules 581-018-0130 through 581-018-0151 unless the context requires otherwise:

- (1) "Administrator's Present Position" means being assigned in the role as a principal or a superintendent.
- (2) "Beginning Administrator" means a principal or superintendent who:
 - (a) Possesses an administrative license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed as a principal or superintendent by a school district; and
 - (c) Has been assigned for fewer than two school years in the administrator's present position.
- (3) "Beginning Teacher" means a teacher who:
 - (a) Possesses a teaching license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed at least half time, primarily as a classroom teacher, by a school district; and
 - (c) Has taught fewer than two school years, as a licensed teacher in any public, private, or state-operated school.
- (4) "Classroom Teachers" means all teachers who provide direct instruction to students.
- (5) "District" means a school district, an education service district, a public charter school, a state-operated school, or any legally constituted combination of such districts.
- (6) "Educator Network" means an educator network established under ORS 342.943.
- (7) "Rural district" means a district identified by the Oregon Department of Education as being located in an area that is designated by the US Census Bureau as located outside of a city or its urban fringe area for statistical purposes.
- (68) "Mentor " means an individual who:
 - (a) Is an acting or retired teacher, principal or superintendent;
 - (b) Has met established best practice and research-based criteria as defined by the Educator Advancement Council and adopted by the State Board of Education by rule
 - (c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;
 - (d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and

(e) Has been selected and trained as described in ORS 329.815.

(79) "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation; assistance in instructional planning and preparation; support in implementation and delivery of classroom instruction; development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.

(810) "Teacher" means a licensed employee of a common or union high school district, an employee of an education service district or a state-operated school who has direct responsibility for instruction, coordination of educational programs or supervision of teachers and who is compensated for services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative certificate.

(911) "Mentoring" means a professional relationship between an educator and a skilled mentor. In a confidential and trusting partnership, the mentor supports the educator to transform practice through a process of reflection and inquiry. The goals of this collaborative and continuous work are: to accelerate instructional practice, ensure equitable learning for all students, retain effective educators, and empower educational leaders.

(1012) "Culturally or Linguistically Diverse" means characteristics of a person, including:

(a) Origins in any of the black racial groups of Africa but is not Hispanic;

(b) Hispanic in culture or origin, regardless of race;

(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;

(d) Origins in any of the original peoples of North American, including American Indians or Alaskan Natives; or

(e) A first language that is not English.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 35-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

ODE 24-2015, f. & cert. ef. 12-18-15

ODE 13-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16

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ODE 2-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0133](#)

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(i) Has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.

(ii) Includes system-wide leadership.

(iii) Involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher preparation programs, educator professional learning, evaluation systems and other P-20 initiatives.

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(ii) Continuously and systematically shares evaluation findings with stakeholders¹ to inform decision-making and accountability.

(b) Processes: Mentoring processes are characterized by collaborative cycles of inquiry that provide for standards based feedback loops leading to measurable outcomes and practices for the success of all students.

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(i) Has a formal, rigorous and timely process for recruiting and selecting mentors based on criteria consistent with the roles and responsibilities of mentoring.

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(iii) Facilitates professional learning that is guided by research, standards, local priorities and the developmental needs of mentors, as well as teacher and administrator mentees.

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(iii) Includes multiple sources of evidence to assess teacher and administrator mentees' strengths and areas for growth and guide professional learning.

(c) Professional Practice:

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(i) Fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.

(ii) Supports knowledge of curriculum standards, grade level and subject standards, pedagogy and performance levels for students.

(iii) Strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.

(iv) Develops teacher and administrator mentees' knowledge and application of the physical, cognitive, emotional and social well-being of students.

(v) Supports collaborative partnerships among educators, families, and the community.

(B) Equity, Cultural Competence and Universal Access: Quality mentor programs foster and develop culturally competent educators. A Quality Mentor Program:

(i) Supports teachers and administrator mentees' knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.

(ii) Expands teachers and administrators' self-awareness of cultural competency and how that impacts their learning, teaching and leadership.

(iii) Demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

ODE 43-2014, f. & cert. ef. 12-4-14

[581-018-0136](#)

Pertaining to Beginning Teacher and Administrator Mentorship Program

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(1) The quality of teaching and administration in the public schools is of vital importance to the future of Oregon;

(2) Oregon has a special interest in insuring that the induction of beginning teachers and administrators into their profession enhances their professional growth and development by making a positive impact on student learning for all students, to help close the achievement gap;

(3) The formal assignment of mentors who have demonstrated the appropriate subject matter knowledge and teaching and administrative skills will substantially improve the induction and professional growth of beginning teachers in the state as well as provide mentors with additional and valuable opportunities to enhance their own professional growth;

(4) Teachers and administrators who receive research-based, relevant mentoring produce students with a higher rate of achievement;

(5) School districts that have teacher mentoring have a higher rate of retention among teachers; and

(6) Administrators who receive mentoring improve their effectiveness as administrators and continue to improve throughout their careers.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

Renumbered from 581-020-0060 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08
EB 9-1990, f. & cert. ef. 1-30-90
EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0139](#)

The Selection, Nature and Extent of Duties of Mentor Teachers

(1) Based on the requirements of ORS 329.790 to 329.820, the selection, nature and extent of duties of mentors shall be determined:

(a) ~~By the school district based on the requirements of ORS 329.790 to 329.820, that is the employer of the teacher or administrator and of the mentor;~~

(b) Jointly by the school district that is the employer of the teacher or administrator and the school district that is the employer of the mentor; or

(c) By an educator network.

(2) No teacher, principal or superintendent shall be designated as a mentor unless willing to perform in that role;

(3) No mentor shall participate in the evaluation of a beginning teacher or administrator for purposes of actions taken under ORS 342.805 to 342.937;

(4) Written or other reports of a mentor regarding a beginning teacher or administrator may not be used in the evaluation of beginning teacher or administrator.

(5) Each mentor shall complete successfully a training provided by the Oregon Department of Education on behalf of the Educator Advancement Council or approved according to criteria established by the Department of Education-Educator Advancement Council while participating in the beginning teacher and administrator mentorship program;

(6) Mentors shall receive professional development before the school year begins and throughout the school year.

~~(6)~~ The grant received for each beginning teacher or administrator may be used by the district to compensate mentors or to compensate other individuals assigned duties to provide release time for teachers, principals or superintendents acting as mentors.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

Renumbered from 581-020-0085 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 3-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0142](#)

Eligibility: Beginning Teacher and Administrator Mentorship Program

(1) There is established a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor.

(2) Any district or educator network is eligible to apply to participate in the beginning teacher and administrator mentorship program. Grants may be subject to application, evaluation, approval by the Oregon Department of Education on behalf of the Educator Advancement Council, and the legislative appropriation of funds.

(3) A school district may participate through an educator network or may enter into a partnership with another school district, an institution of higher education, an education service district or another organization to operate jointly a beginning teacher and administrator support program if:

(a) All moneys received as grants-in-aid for the mentorship program are administered by the participating school district to provide direct services to beginning teachers and administrators; and

(b) All other requirements of ORS 329.790 to 329.820 are met.

(4) The awarding of grants under OAR 581-020-0080 is subject to the availability of funds appropriated therefore.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 36-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

Renumbered from 581-020-0070 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0145](#)

Grant Application: Beginning Teacher and Administrator Mentorship Program

Each district or educator network that wishes to participate in the beginning teacher and administrator mentorship program shall submit a formal application to the Department of Education on behalf of the Educator Advancement Council. The application shall include:

(1) A description of the priorities to be addressed by moneys received by a school district or educator network for the mentorship program, including:

(a) Efforts to increase the number of culturally and linguistically diverse educators hired; ~~and~~

(b) Efforts to close the cultural and linguistic gap between the demographics of the ~~district's teachers and administrators with the demographics of the students served by the school district~~ students of the school district or school districts within the educator network and the demographics of the educators of the school district or school districts within the educator network;

(c) Efforts to develop educators who hold an endorsement related to special education, who serve in rural districts, who hold an emergency teaching license issued by the Teacher Standards and Practices Commission, or who are diverse as defined in ORS 342.433; and

(d) Efforts to continue existing mentorship relationships.

(2) The names of all eligible beginning teachers and administrators employed by the district or a school district within the educator network and a description of their assignments. ~~and;~~

~~(23)~~ A description of the proposed mentorship program, which must provide at least 75-90 hours of frequent contact, ~~totaling a minimum of 90 hours~~ between mentors and beginning teachers and administrators, throughout the school year.

~~(34)~~ A description of the research based training that will be provided to mentors ~~and beginning teachers and administrators~~ before the school year begins and throughout the school year, including:-

(a) How research and knowledge on the needs of beginning teachers or administrators informs the training curriculum;

~~(4b)~~ ~~A description of h~~How the training will build relationships of trust and mutual collaboration with beginning teachers and administrators. ~~;~~ and

(c) How the training supports mentors to meet the standards of a Quality Mentor Program described in OAR 581-018-0133.

~~(5)~~ ~~A description of the professional development mentors will receive before the school year begins and throughout the school year.~~

~~(65)~~ A school district or educator network shall certify in the application that all participating beginning teachers have less than 2 years of experience in any state and have a non-provisional license from the Teacher Standards and Practices Commission. This rule takes effect on July 1, 2025. no eligible beginning professional educators are or may be under a conditional license, except as provided for by rules of the Teacher Standards and Practices Commission.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 37-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

ODE 24-2015, f. & cert. ef. 12-18-15

ODE 13-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16

Renumbered from 581-020-0075 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 9-1990, f. & cert. ef. 1-30-90

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0148](#)

Funding: Beginning Teacher and Administrator Mentorship Program

(1) Subject to ORS 291.230 to 291.260, the Department of Education shall distribute grants-in-aid on behalf of the Educator Advancement Council to qualifying ~~school~~-districts or educator networks to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district or educator network shall receive annually an amount that is aligned with evidence-based best practices for beginning teachers and administrators approved for support.

(2) If the funds are insufficient for all eligible proposals, the Department of Education, on behalf of the Educator Advancement Council, shall award grants on a competitive basis taking into consideration:

(a) Successful or promising efforts to increase the number of culturally and linguistically diverse educators hired; and

(b) Closing the cultural and linguistic gap between demographics of ~~the district's~~ teachers and administrators and the demographics of students served by ~~of the school~~ district or educator network; and

~~(3c) Whether the school district is a small school or rural district or serves a rural community, geographic and demographic diversity or whether the educator network serves small or rural districts.~~

(3) Notwithstanding ORS 329.805 (2), grants awarded under ORS 329.805 during the 2023-2025 biennium are not required to be awarded on a competitive basis. The Oregon Department of Education, on behalf of the Educator Advancement Council, shall establish a maximum award amount for qualifying districts or educator networks based on funds available. This rule expires on July 1, 2025.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 38-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

ODE 24-2015, f. & cert. ef. 12-18-15

ODE 13-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16

Renumbered from 581-020-0080 by ODE 1-2015, f. & cert. ef. 1-26-15

Renumbered from 581-020-0080 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 2-2008, f. & cert. ef. 1-25-08

EB 25-1990(Temp), f. & cert. ef. 5-18-90

EB 9-1990, f. & cert. ef. 1-30-90

EB 36-1988, f. & cert. ef. 8-5-88

EB 18-1988, f. & cert. ef. 3-16-88

[581-018-0151](#)

Violation and Penalty: Beginning Teacher and Administrator Mentorship Program

A district or educator network that is determined by the Department of Education on behalf of the Educator Advancement Council to be in violation of one or more of the requirements of OAR 581-018-0130 through 581-018-0151 may be required to refund all grants-in-aid moneys distributed under 581-018-0148. The amount of penalty shall be determined by the ~~State Board of Education~~ Department of Education on behalf of the Educator Advancement Council.

Statutory/Other Authority: ORS 326.051 & 329.795

Statutes/Other Implemented: ORS 329.790 - 329.820

History:

[ODE 39-2019, minor correction filed 08/09/2019, effective 08/09/2019](#)

[ODE 5-2019, minor correction filed 01/10/2019, effective 01/10/2019](#)

Renumbered from 581-020-0090 by ODE 43-2014, f. & cert. ef. 12-4-14

ODE 3-2008, f. & cert. ef. 1-25-08
EB 18-1988, f. & cert. ef. 3-16-88



Senate Bill 283 (2023) and Senate Bill 1552 (2024) Implementation: Mentorship Grant Program Rules Revision

Emily McCaffrey (she/her)

Educator Advancement Council

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Educator Advancement Council



About the Educator Advancement Council

Building on Oregon's long-standing commitment to providing quality education for every student, the Educator Advancement Council was created in 2017 as a coalition of state agencies, educators, leaders, Tribes, and education partners who work towards building a statewide, seamless professional learning and educator support system.

The Educator Advancement Council works to:

- Develop collaborative and innovative partnerships that work to leverage resources for impact.
- Build an Oregon Professional Learning and Educator Support System for the equitable and sustainable distribution of professional learning and educator support resources that accounts for local contexts and priorities while leveraging the expertise and leadership capacity of educators.
- Build P-20 system-wide capacity to align, coordinate, and integrate educator preparation and professional learning efforts to ensure that educators experience a seamless system of support throughout their careers.
- Create long-lasting change for educators and students to ensure that students experience high quality and culturally responsive learning, in particular students of color, students with disabilities, emerging bilingual students, and students navigating poverty, houselessness, and foster care.

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How does the Educator Advancement Council fit into Oregon's P-20 education system?



Educator Advancement Council

Philanthropy | Community-Based Organizations | Education-Focused Nonprofits

Federally Recognized Tribes of Oregon

Department of Early Learning and Care

Early Learning Providers

OR Department of Education

Education Service Districts

School Districts & Boards

K12 Educators
(Teachers, Administrators, Classified Staff)

Higher Education Coordinating Commission

Teacher Standards and Practices Commission

Educator Preparation Programs

Professional Educator Associations

Who We Serve

- Teachers, administrators, and school employees who provide instruction or support to students in early childhood education or in kindergarten through grade 12.
- Candidates entering into or enrolled in an educator preparation program.

EDUCATOR ADVANCEMENT CONTINUUM



Rulemaking

The State Board of Education adopts rules for programs administered by ODE.

- Regional Educator Networks: [OAR 581-012-0001 through 581-012-0019](#)
- Beginning Educator Mentoring Grant Program: [OAR 581-018-0130 through 581-018-0151](#)

Teacher Standards and Practices Commission and Higher Education Coordinating Commission adopt rules for programs administered in their agencies.

- HECC - Oregon Teacher Scholars Program: [OAR 575-066-0002 through 575-066-0016](#)
- TSPC - Oregon Administrator Scholars Program: [OAR 584-235-0205 through 584-235-0235](#)

Rulemaking

1. Notification and Engagement

2. ODE Rules Advisory Committee

EAC Advising and Approval

3. State Board of Education

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Rules Revision: Mentorship Grant Program

- In 2007, HB 2574 established the Oregon Mentoring Program, which awarded grants to school districts for programs that pair experienced mentors with beginning teachers, principals, and superintendents (ORS 329.788 to 329.820).
- The State Board of Education adopted rules for the Program, and current rules have been in place since 2015, with minor revisions adopted by the State Board in 2019; the program has not been active since 2019.
- SB 283 (2023) and SB 1552 (2024) made statutory changes to the program and provided one-time funding for the current biennium to issue grants for the program.
- The revised statutes direct the Educator Advancement Council (supported by ODE) to administer the program, authorize educator networks to apply for and receive funding, and name five priority groups of educators to be supported with funds. ¹⁸⁸
- The proposed rule revisions align existing rule with the revised statutes.

Background: Mentorship Grant Program

- From 2007 to 2019, the [grant program](#) supported activities related to evidence-based mentorship for beginning teachers and administrators. The grants funded individual school districts or consortia of school districts, ESDs, and universities, and statewide training and evaluation support was provided to grantees.
- The purpose of the grant program is to provide eligible beginning teachers and administrators (in the first two years of teaching or administration) with a formally assigned mentor who will support their professional development and improve likelihood of their retention.
- In 2019, state funding for mentoring shifted to the Regional Educator Networks, which was intended to promote more equitable and sustainable funding across rural and urban districts, sensitive to local contexts.
- Each Regional Educator Network offers mentorship opportunities to educators through local or regional programs, which now have the flexibility to fund models that meet the needs of educators in their region.
- Senate Bill 283 (2023) provides **\$8 million one-time grant dollars** to offset costs of mentorship programs that pair experienced educators with beginning teachers and administrators. The bill also prioritizes certain groups of educators for funding.
- SB 1552 (2024) allows for non-competitive distribution of grants in the current biennium.

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Background: Mentorship Grant Priority Groups

SB 283 requires funding be prioritized for the following educator groups:

Culturally or Linguistically Diverse (as defined in ORS 342.433)

This is a beginning teacher or administrator who meets the following definition: (1) “Diverse” means culturally or linguistically diverse characteristics of a person, including:

- (a) Origins in any of the black racial groups of Africa but is not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaska Natives; or
- (e) A first language that is not English.

Serve school districts in rural areas

This is a beginning teacher or administrator who is employed in a school district identified by ODE as being located in an area that is designated by the US Census Bureau as located outside of a city or its urban fringe area for statistical purposes.

Will continue to be mentored by their current mentor

This is a beginning teacher or administrator who has a formally assigned mentor during the 2023-2024 school year, who will continue to be mentored by the same mentor during the 2024-2025 school year.

Hold an endorsement related to special education

This is a beginning teacher or administrator who holds an endorsement that certifies their preparation for working with students who are served by special education programs. The following are recognized by TSPC as an endorsement related to Special Education: Deaf and Hard-of-Hearing; Early Intervention; Generalist; Visually Impaired

Hold an emergency teaching license

This is a beginning teacher who holds an Emergency Teaching License from TSPC during the 2024-2025 school year.

Background: 2024-2025 Mentorship Grant Program

1. **Non-competitive grants** based on an application for funding in 2024-25 academic year. Grant awards based on allocation related to the number of beginning teachers and administrators paired with a mentor, with priority for educator groups named in SB 283.
2. **Communities of Practice** supported by a technical assistance partner for regional teams of program and district staff for learning and development of high quality mentorship program and mentoring practices.
3. **Statewide mentorship study** to evaluate current landscape of mentoring program practices, identify needs and opportunities, and inform development of state standards.

Rules Revision: Mentorship Grant Program

Engagement:

- Mentor program staff at school districts, ESDs, and Regional Educator Networks (6 meetings)
- Former statewide trainers and evaluators for the Oregon Mentor Program (3 meetings)
- Regional Educator Network staff
- Educator Advancement Council (3 meetings)

Feedback:

- Continue what worked well in the Oregon Mentoring Program and improve on one-size fits all approach to training
- Build on current mentoring program strengths and needs across the state
- Identify scalable strategies to leverage the one-time funding (i.e., what can we do with one-time funds to build capacity of mentoring programs if funding is not available in the future?)
- Concerns relating to high numbers of emergency licensed educators needing support
- Concerns related to capacity of experienced educators to serve as mentors
- Desire to see mentoring programs support educators beyond the first two years of teaching or administration

Summary of Revisions: Mentorship Grant Program

Most revisions mirror the statute or clarify existing rules. Below is a summary of proposed revisions:

- Adds “educator networks” as defined in ORS 342.943 to eligible grant recipients (SB 283).
- Updates the role of ODE and EAC in administering the program (SB 283).
- Clarifies that for the 2023-2025 biennium, beginning teachers with a provisional license (Emergency or Restricted Licenses) may be supported with grant funds (SB 283).
- Cleans up language to match statute for application requirements, selection of mentors, and required professional development (SB 283).
- Allows noncompetitive awarding of grants in the 2023-2025 biennium (SB 1552).
- Defines rural districts (aligned to ODE and federal definitions)
- Adds public charter schools to definition of “district” (allows participation from charter schools and eligible educators employed in charter schools).

581-018-0139 The Selection, Nature and Extent of Duties of Mentor Teachers

(1) Based on the requirements of ORS 329.790 to 329.820, ~~the~~ the selection, nature and extent of duties of mentors shall be determined:

(a) ~~By~~ By the school district ~~based on the requirements of ORS 329.790 to 329.820: that is the employer of the teacher or administrator and of the mentor;~~

(b) ~~Jointly by the school district that is the employer of the teacher or administrator and the school district that is the employer of the mentor; or~~

(c) ~~By an educator network.~~

(2) No teacher, principal or superintendent shall be designated as a mentor unless willing to perform in that role;

(3) No mentor shall participate in the evaluation of a beginning teacher or administrator for purposes of actions taken under ORS 342.805 to 342.937;

(4) Written or other reports of a mentor regarding a beginning teacher or administrator may not be used in the evaluation of beginning teacher or administrator.

(5) Each mentor shall complete successfully a training provided by the Oregon Department of Education ~~on behalf of the Educator Advancement Council~~ or approved according to criteria established by the ~~Department of Education~~ **Educator Advancement Council** while participating in the beginning teacher and administrator mentorship program;

(6) ~~Mentors shall receive professional development before the school year begins and throughout the school year.~~

Summary of Revisions: Mentorship Grant Program

Two definitions have been created to support implementation of the new statute:

- Defines rural districts (aligned to ODE and federal definitions)
- Adds public charter schools to definition of “district” (allows participation from charter schools and eligible educators employed in charter schools).

581-018-0130 Definitions: Beginning Teacher and Administrator Mentorship Program

The following definitions apply to Oregon Administrative Rules 581-018-0130 through 581-018-0151 unless the context requires otherwise:

(5) "District" means a school district, an education service district, a **public charter school**, a state-operated school, or any legally constituted combination of such districts.

(6) “Educator Network” means an educator network established under ORS 342.943.

(7) “Rural district” means a district identified by the Oregon Department of Education as being located in an area that is designated by the US Census Bureau as located outside of a city or its urban fringe area for statistical purposes.

(68) "Mentor " means an individual who:

(a) Is an acting or retired teacher, principal or superintendent;

(b) Has met established best practice and research-based criteria as defined by the **Educator Advancement Council and adopted by the** State Board of Education by rule

(c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;

(d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and

(e) Has been selected and trained as described in ORS 329.815.

Proposed Rule Impacts: Mentorship Grant Program

Racial Equity:

- SB 283 names five priority groups that are to be prioritized in distributing funds during the 2023-25 biennium; these groups are reflected in the revised rules.
- These groups include educators serving in rural school districts, Special Education educators, teachers on emergency licenses, and culturally and linguistically diverse educators; educators in some of these groups are historically underserved, and many of these groups disproportionately serve students who are historically underserved. The process of distributing grant funds will prioritize these groups.

Fiscal/Economic & Small Business Impact:

- School districts, public charter schools, state sponsored schools, and educator networks are eligible to apply for funds, which will be distributed noncompetitively.
- ODE did not receive any staffing or operations funds to administer this program, so it is being absorbed by current staff in the EAC office, procurement office, and budget and grants offices.¹⁹⁵

Mentorship Grant Program

- Welcome feedback and input on the proposed rule revisions before adoption at June State Board meeting
- Email: ode.retentiongrants@ode.oregon.gov
- Website: <https://eac.ode.state.or.us/page/mentorship-grant>

581-015-2340

Procedural Rules for Due Process Hearings

(1) Pursuant to an interagency agreement with the Office of Administrative Hearings, the Office of Administrative Hearings will assign administrative law judges to conduct special education due process hearings.

(2) The Department of Justice's model rules for administrative hearings, OAR 137-003-0501 through 137-003-0700, apply to the extent consistent with federal law and these division 15 regulations, except that:

a. The school district is required to provide any evidence without undue delay to:

(A) A parent, if the parent requests the evidence;

(B) The Department of Education, a court or an entity designated by the department or court, if the department, court or entity requests the evidence; or

(C) A parent, the department, a court or an entity designated by the department or court if the evidence was provided to the school district's attorney and is not subject to attorney-client privilege;

(b) Any evidence provided to a parent, the department, a court or a designated entity of the department or court may be redacted only to the extent necessary to protect personally identifiable information of other students unless disclosure is authorized by law or court order;.

(3) The Department's interagency agreement with the Office of Administrative Hearings will identify delegations of authority and the application of the rules in this section.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.A.

<p>SUBJECT: OAR 581-015-2300: Access to Student Education Records and OAR 581-015-2340: Procedural Rules for Due Process Hearings</p> <p>STAFF: Eric Wells, Director of IDEA Programs, Office of Enhancing Student Opportunities and Mike Franklin, Special Education Legal Specialist, Office of Enhancing Student Opportunities</p> <p>SB 758 amended ORS 343.173 by adding a 10 business day requirement for school districts to provide records pertaining to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education (FAPE) to the child. It further clarified that records may only be redacted to the extent necessary to protect personally identifiable information (PII) of other children unless disclosure is authorized by law or court order.</p> <p>SB 758 also amended ORS 343.165 to add a requirement that school districts provide any evidence without undue delay to specific entities including the parent, if the evidence was provided to the school district's attorney and is not subject to attorney-client privilege. Any evidence provided may be redacted to the extent necessary to protect personally identifiable information of other students unless disclosure is authorized by law or court order.</p> <p>This docket describes required OAR updates to align with the new statutory requirements.</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>
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BACKGROUND

The Oregon legislature amended ORS 343.173 and ORS 343.165 with the passage of Senate Bill (SB) 758 during the 2023 legislative session. There are two key domains of changes required by SB 758 that are being brought before the Board in this docket. These updates are related to due process hearing requirements, which include the disclosure of school records under OAR 581-015-2300 (Access to Student Records) and the disclosure of evidence under OAR 581-015-2340 (Procedural Rules for Due Process Hearings). Historically these rules have directly mirrored state and federal statute given the complexity and specificity of the requirements in this area of rule.

History

OAR 581-015-2300 (Access to Student Education Records) was developed in 2000 and has not been amended since that time other than being renumbered from 581-015-0606 in 2007.

OAR 581-015-2340 (Procedural Rules for Due Process Hearings) was developed in 2003 and has not been amended since that time other than being renumbered from 581-015-0097 in 2007.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.A.

Purpose

The purpose of ORS 343.173 is to ensure that parents are able to receive copies of their student’s special education records in a timely manner so that they can be fully informed about educational matters related to their student. This is required by FERPA (34 CFR §§ 99.1 to 99.38) as well as the IDEA (34 CFR § §§ 300.610 to 300.627 and 34 CFR §§ 303.401 to 303.411).

ORS 343.165 governs due process hearing procedures and requirements. These requirements are in place to ensure that school districts and parents know when such proceedings are available and how the entire process will be conducted. SB 758 amended ORS 343.165 by requiring that, during due process hearing proceedings, school districts provide special education records to parents, the Oregon Department of Education (ODE), a court or an entity designated by the department or court if the evidence was provided by the school district’s attorney and is not subject to attorney-client privilege. Records may be redacted only to the extent necessary to protect PII of other children unless disclosure is authorized by law or court order. The purpose of this is to ensure that parents, the department, a court, or an entity designated by the department or the court can prepare for due process hearings in a more expedient fashion.

Board Discretion

These changes to OAR 581-015-2300 and OAR 581-015-2340 are required to align with the updates in ORS 343.173 and ORS 343.165. The language used in the amendments directly reflects the language in statute. There is no discretion.

Stakeholder Voice/Input

These amendments were brought forward to the Rules Advisory Committee (RAC) for discussion on May 2, 2024 and will also be discussed at the RAC in June 2024. Special Education Director were informed about the updates during a Fall 2023 Special Education Directors meeting.

SUMMARY OF PREVIOUS BOARD ACTION

This matter has not been before the board previously.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

Policy Issue or Concerns

These rule changes came about due to the advocacy of families of students experiencing disability to ensure their right to a fair due process. The Department shared these updates with special education directors as another partner group who would be impacted by the rule updates. The Department did not conduct tribal consultation or collaboration as part of this rule change due to the non-discretionary nature of the rule updates. This rule change is designed to enhance the rights of parents and their

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.A.

students during due process, but the Department was unable to identify additional ways to further modify or enhance this rule's outcomes.

Parents of students experiencing disabilities will now have access to special education records within 10 business days, which enables them to be more fully informed about their students' progress and be more actively engaged with their students' education.

These rule changes advance equitable outcomes, however as these rule changes directly mirror statute, the options for further advancing equitable outcomes were limited.

EQUITY IMPACT ANALYSIS

Historically underserved populations will be impacted by the amendments to this rule, as they enhance the ability of the parents of these students to **receive copies of** special education records within **ten business days** rather than simply having the opportunity to **review** special education records within **45 days**. They will also benefit from the requirement that these records be provided without "undue delay" during preparation for due process hearings.

FISCAL ANALYSIS

There is no fiscal impact of this proposed rule change to the Department of Education. There is the potential for some fiscal impact to school districts and ESDs, as the requirement to provide copies of special education records within ten business days could result in some increased staffing costs in order to meet this timeline.

EFFECT OF A "YES" OR "NO" VOTE

A "YES" vote ensures that this OAR is in compliance with the underlying statute, whereas a "NO" vote will mean that this OAR is inconsistent with amendments made to the statute during the 2023 legislative session.

STAFF RECOMMENDATION

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

ATTACHMENTS

Attachment 1: DRAFT OAR 581-015-2300: Access to Student Records

Attachment 2: DRAFT OAR 581-015-2340: Procedural Rules for Due Process Hearings

581-015-2300

Access to Student Education Records

(1) For purposes of ensuring the safeguards required for education records of children with disabilities, including early intervention and early childhood special education records, the Department adopts by reference the provisions of FERPA, 34 CFR 99.1 to 99.38, the IDEA, 34 CFR 300.610 to 34 CFR 300.627 and 34 CFR 303.401 through 303.411.

(a) For children with disabilities under age three, references to a “student” in these rules means an infant or toddler with a disability.

(b) For children with disabilities under age three, “student records” means EI records.

(2) This provision includes all education records with respect to:

(a) The identification, evaluation, and educational placement of the child; and

(b) The provision of a free appropriate public education to the child.

(3) The program, district, agency, or contractor must comply with a parent’s request to inspect and review records without unnecessary delay and provide copies of these records to the parent within the following timelines:

(a) For children under age three, before any meeting regarding an IFSP, or any hearing pursuant to 303.430(d) and 303.435 through 303.340, and in no case more than 10 business days after the request has been made.

(b) For children over the age of three, before any meeting regarding an IEP/IFSP, or any due process hearing, or resolution session related to a due process hearing, and in no case more than ~~45~~10 business days after the request has been made.

581-015-2300

Access to Student Education Records

(1) For purposes of ensuring the safeguards required for education records of children with disabilities, including early intervention and early childhood special education records, the Department adopts by reference the provisions of FERPA, 34 CFR 99.1 to 99.38, the IDEA, 34 CFR 300.610 to 34 CFR 300.627 and 34 CFR 303.401 through 303.411.

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(a) For children under age three, before any meeting regarding an IFSP, or any hearing pursuant to 303.430(d) and 303.435 through 303.340, and in no case more than 10 business days after the request has been made.

(b) For children over the age of three, before any meeting regarding an IEP/IFSP, or any due process hearing, or resolution session related to a due process hearing, and in no case more than 4510 business days after the request has been made.

(4) Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

581-015-2035

Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

(1) Definitions. For purposes of this rule, the following definitions shall apply:

(a) "CI" means Certificate of Interpretation issued by RID.

(b) "CT" means Certificate of Transliteration issued by RID.

(c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.

(d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.

(e) "NIC" means the National Interpreter Certification by RID.

(f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.

(g) "RID" means Registry of Interpreters for the Deaf Inc.

(h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.

(i) "Student" means a student with a hearing impairment who is:

(A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or

(B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.

(2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter **is licensed through the Health Licensing Office**, and meets the following minimum standards:

(a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and

(b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or

(B) Achieve a passing score on the EIPA Written test.

(3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.

(4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:

(a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.

(b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Statutory/Other Authority: ORS 185.225 & 343.041

Statutes/Other Implemented: ORS 185.110 & 185.225

History:

ODE 11-2008, f. & cert. ef. 4-21-08

Oregon State Board of Education

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AGENDA ITEM:

<p>SUBJECT: Sign Language Interpreter Rule change STAFF NAME & OFFICE: Georgeann Harty OESO</p> <p>HB 2696 passed in the 2023 legislative session. This bill directed the Oregon Health Authority (OHA) Health Licensing Office (HLO) to develop a Licensing Board for educational, medical, and legal sign language interpreting licenses.</p> <p><input type="checkbox"/> New Rule <input checked="" type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p>x First Reading x Presentation <input type="checkbox"/> No Presentation <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. HB 2696 passed in the 2023 legislative session. This bill directed the Oregon Health Authority (OHA) Health Licensing Office (HLO) to develop a Licensing Board for educational, medical, and legal sign language interpreting licenses.
 - b. To the establishment and maintenance of standards to ensure that personnel providing special education and early childhood special education and early intervention services are appropriately and adequately trained

2. This bill removes the direction and guidance for ODE to inform districts on specifics of Interpreter licensing in education. Our current OAR 581-015-2035 gives minimum guidelines to schools and interpreters. Any further guidance and rules needed will be created by OHA/HLO. 581-015-2035
 - a. What is the current requirement in rule or statute?

581-015-2035
Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

 - b. Why is this rule being brought forward right now?
 1. Our revision of OAR 581-015-2035 will give direction that licensure must be obtained through OHA/HLO to interpret in schools.

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AGENDA ITEM:

3. Purpose
 - a. What function does the current rule hold?
 - i. Sign language interpreter requirements and direction
 - b. How long has the rule been in place?
 - i. Since 2008
4. Does the board have any areas of discretion or is this strictly mirroring statute? This rule follows the guidelines from statute.
 - a. If the board does have discretion, those areas should be called out here or in the next section.
5. Stakeholder voice/input (individual and collective i.e., groups)
 - a. Who was involved in bringing this to the Board? Office of Enhancing Student opportunities(OESO)
 - b. What did engagement in this process entail? engagements, and meetings.
 - c. Who may be affected by this? Districts, Students who are deaf, ESDs
 - d. Whose voice is missing?
 - e. What additional information does the Board need prior to moving forward?

SUMMARY OF PREVIOUS BOARD ACTION

- | | |
|--|----------------------------------|
| 1. Has this been before the board before? no
take? First read | If so, what action did the board |
|--|----------------------------------|

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

X 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

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- a. How have you intentionally involved stakeholders who are also members of communities affected by this rule? Meetings with schools and community agencies
 - b. Who are the historically underserved groups affected?
The lack of sign language interpreter services directly impacts students served in special education. Historically underserved groups are naturally a part of the students served in special education.
 - c. Has there been consultation or collaboration with tribes in this rule change or policy decision?
no
 - 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?
This rule is to support students in special education.
2. Negative/Positive Effects
- a. What is the impact on the population most affected by this rule that the board should consider?
Health Licensing office is filing their new rules and have a board set up now.
 - b. What possible opportunities, assets or access could this rule provide?
A higher level of interpreting services for students in Oregon.
 - c. What is the impact on eliminating the opportunity or achievement gap?
A higher caliber of interpreters will help students access their education.
 - d. Have all the potential unintended consequences been considered?
A gap of not having enough interpreters due to licensing requirements.
 - e. Does this rule advance the ESSA goals?
n/a
3. What are the barriers to more equitable outcomes, either:
- a. State or federally mandated? State mandate.
 - b. Political?
 - c. Emotional?
 - d. Financial? Costs of license and required tests
 - e. Programmatic? A lack of sign language interpreters
 - f. Language?
 - g. Geography? It is harder to find staff in rural areas of Oregon.
 - h. Size?

EQUITY IMPACT ANALYSIS

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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?
Students experiencing low incidence disabilities, inclusive of the myriad of intersecting identities (i.e. race, class, gender, socioeconomic status, linguistic background, and family constellation) being served in districts birth-21, will have access to licensed sign Language Services.
1. 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 rural areas and hard to fill areas will still struggle to fill positions
2. Explain how the rule change, policy or action works toward improving achievement, opportunities, and a sense of worthiness for underserved students?
Language development and literacy go hand in hand. This program will assist with students served in special education access licensed Sign language interpreter.

FISCAL ANALYSIS

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

1. How does the proposed rule fit within the budget of the agency?
 - a. Which units/divisions/offices will be impacted and how?
no change for the agency
2. How does the proposed rule change impact school districts and ESDs?
 - i. A continued hard to fill position
3. How does the proposed rule change impact schools and other educational institutions?
 - i. Having access to licensed interpreters will elevate the skills for students served and may make finding interpreters more difficult.
4. Does the proposed rule change impact other stakeholders?
Students who are deaf, community interpreting agencies, sign language interpreters

EFFECT OF A "YES" OR "NO" VOTE

If the Rule is not adopted ODE's rule will cause conflict and be out of compliance with the new OAR and Health department rules.

STAFF RECOMMENDATION

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AGENDA ITEM:

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

ATTACHMENTS

Attachment 1: draft rule language

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: Oregon’s Standards for *Higher Education and Career Path Skills* and *Personal Financial Education*

<p>SUBJECT: Oregon’s Standards for <i>Higher Education and Career Path Skills</i> and <i>Personal Financial Education</i></p> <p>STAFF NAME & OFFICE:</p> <ul style="list-style-type: none">• Alexa Pearson, Office of Teaching, Learning and Assessment• Aujalee Moore, Office of Teaching, Learning and Assessment• Beth Wigham, Office of Teaching, Learning and Assessment <p>With the passage of Senate Bill 3, beginning with the class of 2027, the Oregon diploma requirements will include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education and Career Path Skills. The bill requires ODE to develop standards for both content areas. ODE will provide a first read of the <i>Higher Education and Career Path Skills</i> and <i>Personal Financial Education</i> Standards proposed for adoption.</p>	<p><input checked="" type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Presentation</p> <p><input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action</p> <p><input type="checkbox"/> Temp Rule</p> <p><input type="checkbox"/> Presentation</p> <p><input type="checkbox"/> No Presentation</p>
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BACKGROUND

In 2023, [Senate Bill 3](#) was passed by the Oregon legislature and signed by Governor Kotek after receiving broad support from educators, parents, students, and business and community partners. Beginning with the class of 2027, the Oregon diploma requirements will include a 0.5 credit in Personal Financial Education (PFE) and a 0.5 credit in Higher Education and Career Path Skills (HECPS), as part of the existing 24 credit requirements. This requires the development of new standards designed to support students in developing skills they will need to be successful after they leave high school.

ODE facilitated the development of standards for both content areas by convening two separate panels made up of educators, business and industry partners, and experts from higher education and other education organizations. The panels were led by ODE content specialists who have standards development expertise as well as familiarity with the relevant content area. Each panel met synchronously six times from December through March to develop and refine standards for either Personal Financial Education (PFE) or Higher Education and Career Path Skills (HECPS). The meetings were facilitated by ODE staff from the Office of Teaching, Learning, and Assessment and the Office of Education, Innovation and Improvement, as well as a staff member from the Higher Education Coordinating Commission. In addition to synchronous sessions, panelists had the opportunity between meetings to asynchronously conduct reviews and provide edits and feedback on the draft standards.

ODE gathered feedback on the draft standards in April using two statewide surveys for each content area. The survey included Likert-type scale and qualitative questions on whether the standards make a positive difference, are understandable, if additional guidance is needed, what was liked about the standards, as well as specific feedback on the draft standards for modification, additions or removal.

There were 176 respondents for the Personal Financial Education survey and 179 for the Higher Education and Career Path Skills survey, with a combined total of 355 respondents. Respondents included school district and education service district personnel, charter school staff, as well as content

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experts, higher education personnel, business and industry partners and parents from across the state. An ODE research analyst identified themes, significant quotes, and suggested edits, as well as suggestions for what would support implementation of the standards.

Higher Education and Career Path Skills survey results elevated that:

- 91% of respondents agree or strongly agree that the draft standards address the requirements of the legislation.
- 90% of respondents agree or strongly agree that the draft standards will make a positive difference for students.
- 93% of respondents agree or strongly agree that the draft standards are easy to understand
- 88% of respondents agree or strongly agree that the draft standards cover what they would expect students to know.

Personal Financial Education survey results elevated that:

- 96% of respondents agree or strongly agree that the draft standards address the requirements of the legislation.
- 93% of respondents agree or strongly agree that the draft standards will make a positive difference for students.
- 98% of respondents agree or strongly agree that the draft standards are easy to understand
- 87% of respondents agree or strongly agree that the draft standards cover what they would expect students to know.

In addition to survey data, ODE contracted with Oregon Kitchen Table (OKT) to facilitate interviews and engagement sessions with students, families and communities during the month of April to collect feedback related to the draft standards and their implementation. Those who contributed feedback included the following:

- LGBTQSIA2+ youth
- Immigrant and refugee communities
- Youth whose parents are or were incarcerated
- Youth who are involved in systems (residential treatment, juvenile justice, long term care)
- English learners
- Staff and students age 12-25 who access drop-in centers
- Black, Latinx, and Filipino identifying youth and adults
- Students who experience disabilities
- Students experiencing homelessness

OKT asked a number of open-ended qualitative questions. Analysis of the feedback received was submitted in a draft report (final report will be shared in June), which elevated themes, quotes, suggested edits and implementation needs and concerns. The draft report highlighted the following general feedback:

- There is broad agreement that Oregon students need more preparation to navigate a world full of large, often-intimidating systems and complex decision-making.
- Schools can provide information that families might not otherwise teach at home.
- Standards for both content areas should be flexible and allow for culturally responsive instruction.

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- It is important for teachers to understand how people from a wide variety of cultures relate to financial decision-making and future planning.
- Including more perspectives and people in this class, opposed to just a single teacher, would support student learning.

Personal Financial Education highlighted the following feedback:

- Students must understand credit and debt, and how debt operates in a societal context, because of how it can impact students’ long-term financial health.
- Communities are interested in specific cultural practices related to saving, banking, and investing.
- In addition to benefiting multiple generations, learning opportunities like these can create tension or conflict among generations with differing attitudes about issues like credit, banking or higher education.

Higher Education & Career Path Skills highlighted the following feedback:

- It would be helpful to cover all of the domains within the standards so all students have groundwork they could build from later.
- There is a need for more support around financial aid, college application process, and understanding and choosing among different post-secondary options such as community college, 2-year vs. 4-year degrees, etc., particularly in relation to money and decisions about debt.
- There is a need for students to understand and gain “soft skills” and expectations around workplace or classroom conduct, such as timeliness, collaboration, and responsiveness.
- The environments students are in, particularly for incarcerated youth, may impact the way they interact with the content.

ODE staff engaged in cross-office collaboration to consider and incorporate the feedback throughout the revision and refinement process of the draft standards. Most of the feedback received from the two surveys and OKT community conversations were related to suggestions for strengthening standards guidance and implementation rather than on the standards themselves. ODE made several minor revisions to the draft standards created by the panel based on internal feedback. The draft standards presented to the Board are inclusive of all changes made in response to feedback from education partners, community members, and internal cross-office partners.

SUMMARY OF PREVIOUS BOARD ACTION

This item has not been previously before the Board.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

POLICY ISSUE OR CONCERNS

Oregon State Board of Education

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AGENDA ITEM: Oregon's Standards for *Higher Education and Career Path Skills* and *Personal Financial Education*

Stakeholders/Partners:

Members of both the Personal Financial Education and Higher Education Career Pathway Skills standards panels had many conversations regarding the bill language and the development of a set of standards that can be applied to real-life contexts and situations, and are accessible across various underserved and underrepresented groups. Building from the concepts outlined in SB3, these draft standards establish a foundation of knowledge and skills that will help to ensure students receive comprehensive information on personal finance and post-secondary planning that can positively impact their lives.

Positive Effects:

These draft standards are designed to support districts with implementation of the new credit requirements and have the potential to positively impact underserved and underrepresented students and their families who for generations have faced financial education and wealth gaps, and access and opportunity barriers to higher education and careers. The draft standards can support students in navigating these complex systems and processes with improved clarity and confidence.

Negative Effects/Barriers:

One key consideration is that Personal Financial Education standards have been embedded within the adopted Social Science standards for K-12 which are currently being revised for K-8 and taken out of High School due to SB 3, and up for adoption with the SBE. In addition to social sciences instruction, there are some districts and ESDs across Oregon that have been offering supplemental personal finance instruction through CTE Business Finance courses, Financial Algebra courses, or other electives. These districts and ESDs have spent money, resources, FTE, and time on instructional materials for the aforementioned courses. Districts that have previously offered this instruction within an existing course may need to plan for stand-alone course options. This process may be more efficient for districts who have not invested time and resources in Personal Financial Education course options as this process may feel duplicative of prior efforts for those who already offer the courses. ODE is committed to supporting all districts in this transition through the development of new state standards, professional learning opportunities, and sharing instructional material resources. Overall, the shift to a required 0.5 credit with adopted content standards for each area provides a consistent expectation for all Oregon high school students.

Mitigation:

Some of the ways ODE is planning to support the implementation of these new requirements are to:

- Identify, and create where needed, supplemental instructional materials to support the standards through openly licensed, free resources
- Create opportunities for districts to network and share promising practices during implementation
- Provide guidance that supports cultural humility and culturally responsive pedagogy

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AGENDA ITEM: Oregon’s Standards for *Higher Education and Career Path Skills* and *Personal Financial Education*

EQUITY IMPACT ANALYSIS

The passing of Senate Bill 3 highlights the impact that knowledge and skill-building for future planning and personal finance can have on the success of future generations. Historically, this information has been provided to some students through elective courses which are not offered by all districts. This has led to reported disproportionalities for underserved student groups in postsecondary access and completion, as well as inequalities within workforce systems. The requirements established by SB 3 provide students with access to the key concepts needed for navigating systems that have previously benefited some over others.

SB 3 creates a requirement that applies to all students graduating in the state of Oregon and takes the approach of helping students understand and navigate systems that have privileged white and middle class families for generations. The process of implementing SB 3 includes the creation of content standards related to future planning. Together, the rules and standards provide a baseline for instruction that all students in Oregon are required to receive. Senate Bill 3 and the proposed rule revisions provide more equitable access to knowledge that may have not been available across generations for historically and currently underserved students by establishing requirements regarding Higher Education and Career Path Skills and Personal Financial Education.

FISCAL ANALYSIS

School districts will not be fiscally impacted by the adoption of standards. However, school districts may be fiscally impacted by the new requirements set by Senate Bill 3 as they may need to:

- secure additional staffing to meet the new requirements,
- procure materials to teach the course, and
- provide educators with professional learning.

Other stakeholders that may benefit fiscally from the new requirements include publishers of instructional materials and providers of professional learning which may include financial institutions.

EFFECT OF A “YES” OR “NO” VOTE

A “YES” vote will result in the adoption of standards for *Higher Education and Career Path Skills* and *Personal Financial Education* to support the implementation of updates to ORS 329.45 outlined in Senate Bill 3.

A “NO” vote will reject the adoption of standards for Higher Education and Career Path Skills and Personal Financial Education to support the implementation of updates to ORS 329.45 outlined in Senate Bill 3.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

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AGENDA ITEM: Oregon's Standards for *Higher Education and Career Path Skills* and *Personal Financial Education*

ATTACHMENTS

- Attachment 1: [Oregon's High School Standards for Higher Education and Career Path Skills](#)
- Attachment 2: [Oregon's High School Standards for Personal Financial Education](#)



Oregon's High School Higher Education and Career Path Skills Content Standards (HS.HECPS)

May 2024 Draft for the State Board of Education

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[HS.HECPS.B: Career Exploration and Preparation](#)

[HS.HECPS.C: Postsecondary Readiness](#)

[HS.HECPS.D: Workforce Readiness](#)

Appendix A: Seeking Assistance and Self-Advocacy (HS.HECPS.A) Key Concepts

[Standard: HS.HECPS.A.1](#)

[Standard: HS.HECPS.A.2](#)

[Standard: HS.HECPS.A.3](#)

[Standard: HS.HECPS.A.4](#)

Appendix B: Career Exploration and Preparation (HS.HECPS.B) Key Concepts

[Standard: HS.HECPS.B.1](#)

[Standard: HS.HECPS.B.2](#)

[Standard: HS.HECPS.B.3](#)

Appendix C: Postsecondary Readiness (HS.HECPS.C) Key Concepts

[Standard: HS.HECPS.C.1](#)

[Standard: HS.HECPS.C.2](#)

[Standard: HS.HECPS.C.3](#)

Appendix D: Workforce Readiness(HS.HECPS.D) Key Concepts

[Standard: HS.HECPS.D.1](#)

[Standard: HS.HECPS.D.2](#)

[Standard: HS.HECPS.D.3](#)

[Standard: HS.HECPS.D.4](#)

Introduction

Oregon’s High School Higher Education and Career Path Skills Domains, Standards and Key Concepts

Oregon’s High School Higher Education and Career Path Skills standards include four domains: 1) Seeking Assistance and Self-Advocacy, 2) Career Exploration and Preparation, 3) Postsecondary Readiness, and 4) Workforce Readiness. Each of these domains includes three to four standards which encompass the knowledge and skills that students should know and be able to do to be prepared for postsecondary opportunities based on their own goals and aspirations for their future.

The standards also include Key Concepts that are relevant to each domain and standard. These are found in the Appendix.

Domains

- HS.HECPS.A: Seeking Assistance and Self-Advocacy
- HS.HECPS.B: Career Exploration and Preparation
- HS.HECPS.C: Postsecondary Readiness
- HS.HECPS.D: Workforce Readiness

High School Higher Education and Career Path Skills Standards

HS.HECPS.A: Seeking Assistance and Self-Advocacy

- [HS.HECPS.A.1](#) Explore how personal strengths, aptitudes, interests and values connect with future career paths.
- [HS.HECPS.A.2](#) Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.
- [HS.HECPS.A.3](#) Understand the rights and responsibilities that come with being a student and member of communities and organizations.
- [HS.HECPS.A.4](#) Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

HS.HECPS.B: Career Exploration and Preparation

- [HS.HECPS.B.1](#) Practice employability skills necessary to effectively self-manage and collaborate with others in a workplace setting.
- [HS.HECPS.B.2](#) Understand the diverse range of career pathways available, including, but not limited to, apprenticeships, military service, higher education, trades and non-degree programs.
- [HS.HECPS.B.3](#) Explore local opportunities and benefits for participating in career-connected and community-based experiential learning related to future goals.

HS.HECPS.C: Postsecondary Readiness

- [HS.HECPS.C.1](#) Explore postsecondary educational and career pathways, and identify necessary training, education, skills, and prerequisites aligned with aspirations.
- [HS.HECPS.C.2](#) Research admission processes for postsecondary pathways and practice applying to apprenticeships, military service, higher education, trades, and non-degree programs.
- [HS.HECPS.C.3](#) Investigate strategies for making well-informed financial decisions about postsecondary pathways, including how to navigate financial aid options (i.e., FAFSA, ORSAA), application processes, and a variety of credible funding sources and scholarships.

HS.HECPS.D: Workforce Readiness

- [HS.HECPS.D.1](#) Prepare to apply for an entry-level job related to future career goals.
- [HS.HECPS.D.2](#) Prepare a resume and cover letter and determine what to include in a professional portfolio.
- [HS.HECPS.D.3](#) Demonstrate interview skills in virtual and in-person settings.
- [HS.HECPS.D.4](#) Navigate and negotiate offers of employment including human resource paperwork.

Appendix A: Seeking Assistance and Self-Advocacy (HS.HECPS.A) Key Concepts

Standard: HS.HECPS.A.1

Standards Statement

Explore how personal strengths, aptitudes, interests and values connect with future career paths.

Key Concepts

- Students can identify their personal strengths, aptitudes, interests and values, which could include, but is not limited to:
 - Exploring personal strengths
 - Assessing aptitudes and interests
 - Evaluating one's values and beliefs
- Students can identify connections between their personal strengths, aptitudes, interests, values and future career paths, which could include, but are not limited to:
 - Researching careers that align to individual interests, strengths, and aptitudes
 - Exploring a range of jobs, industries, and roles
 - Identifying internships, networking, and volunteering opportunities
 - Considering financial goals (e.g., own or rent, type of car, etc.)
 - Realizing that strengths, aptitudes, interests, and future career paths can change over time

Standard: HS.HECPS.A.2

Standards Statement

Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.

Key Concepts

- Students can identify school and local community resources for mental, physical and financial well-being, which could include, but are not limited to:
 - Identify local community resources for mental, physical and financial well-being
 - Evaluate community resources for safety, pertinence and cultural relevance.
 - Identify a network of trusted adults (inside and outside the school) that could include, but is not limited to specialized school personnel, family/caregivers, friends and community members.
- Students can practice how to ask for assistance, which could include, but is not limited to:
 - Recognize the importance of seeking assistance
 - Identify when help or support is needed
 - Communicate needs clearly in written and verbal formats

- Practice asking for help in personal and professional contexts (e.g., mental health support, drug and addiction counseling,)
- Practice assertiveness and persistence when seeking support, accommodations and resources
- Advocate for the well-being of others, acting as a mentor or ally

Standard: HS.HECPS.A.3

Standards Statement

Understand the rights and responsibilities that come with being a student and member of communities and organizations.

Key Concepts

- Students can identify their rights and responsibilities as a student and member of communities and organizations through research and reflection, which could include, but is not limited to:
 - Online resources
 - Library research
 - Workshops and seminars
 - Simulated scenarios
 - Peer discussions
 - Role-playing exercises
 - Internships and job shadowing
 - Labor laws
 - Legal clinics or workshops
 - Research projects
 - Peer advocacy groups

Standard: HS.HECPS.A.4

Standards Statement

Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

Key Concepts

- Students can practice self-advocacy through clear communication, in both writing and speaking, which could include, but is not limited to:
 - Identifying individual or collective needs
 - Developing clear and concise communication skills
 - Practicing various modes, methods, or styles of communicating needs
 - Participating in role-playing scenarios
 - Seeking feedback

- Goal setting
- Students can practice self-advocacy through expressing concerns, which could include, but is not limited to:
 - Identifying specific concerns
 - Choosing the time and place
 - Identifying power dynamics that are/may be present
 - Using of "I" statements
 - Practicing active listening
 - Proposing solutions
 - Seeking support
 - Monitoring, reflecting and learning from a situation
- Students can practice self-advocacy through seeking out support when necessary, which could include, but is not limited to:
 - Recognize the need for support
 - Identify trusted adults
 - Articulate needs clearly
 - Utilize school resources
 - Reach out proactively
 - Explore peer support networks
 - Advocate for accommodations
 - Seek outside resources
 - Follow through

Appendix B: Career Exploration and Preparation (HS.HECPS.B) Key Concepts

Standard: HS.HECPS.B.1

Standards Statement

Practice employability skills necessary to effectively self-manage and collaborate with others in a workplace setting.

Key Concepts

- Students can practice employability skills, which could include, but are not limited to:
 - Adaptability/Flexibility: Open to change and ability to adjust
 - Adhering to workplace practices*
 - Demonstrating creativity and innovative thinking*
 - Analysis/Solution Mindset: Problem Solver
 - Employing critical thinking to solve problems*
 - Collaboration: Team Player
 - Demonstrating teamwork and conflict resolution*
 - Communication: Good Communicator
 - Communicating clearly and effectively*
 - Digital Literacy: Good with Technology
 - Demonstrating fluency in workplace technologies*
 - Empathy: Sensitive to Others' Feelings
 - Practicing cultural competence*
 - Entrepreneurial Mindset: Go-Getter
 - Planning, organizing and managing work*
 - Demonstrating creativity and innovative thinking*
 - Resilience: Plans for Success & Handles Failure
 - Exhibiting personal responsibility and accountability*
 - Self-Awareness: Self-Understanding
 - Making informed career decisions*
 - Exhibiting personal responsibility and accountability*
 - Social Diversity/Awareness: Sensitivity to Differences
 - Practicing cultural competence*

* Career and Technical Education (CTE) Employability Knowledge and Skill Statements

Standard: HS.HECPS.B.2

Standards Statement

Understand the diverse range of career pathways available, including, but not limited to, apprenticeships, military service, higher education, trades and non-degree programs.

Key Concepts

- Students can understand the diverse range of career pathways, which could include, but not limited to:
 - Apprenticeships
 - Military service
 - Higher education
 - Certificate and licensure programs
 - Trades
 - On-the-job training or advancement opportunities

Standard: HS.HECPS.B.3

Standards Statement

Explore local opportunities and benefits for participating in career-connected and community-based experiential learning related to future goals.

Key Concepts

- Students can identify local partners and opportunities for career connected learning, which could include, but not limited to:
 - Informational interviews
 - Internships
 - Job shadowing
 - Industry-specific projects
 - Career fairs and networking events
 - Mentorship programs
 - Industry certifications and badging programs
 - Entrepreneurship programs
- Students can identify local opportunities for community-based experiential learning, which could include, but not limited to:
 - Service learning organizations
 - Community service projects
 - Field studies
 - Collaborative research projects
 - Community-based participatory research
 - Civic engagement activities

- Internships with local businesses
- Community-based art or performance projects
- Language and cultural immersion programs
- Workshops and training sessions

DRAFT

Appendix C: Postsecondary Readiness (HS.HECPS.C) Key Concepts

Standard: HS.HECPS.C.1

Standards Statement

Explore postsecondary educational and career pathways, and identify necessary training, education, skills, and prerequisites aligned with aspirations.

Key Concepts

- Students can explore components of postsecondary educational and career pathways, which could include, but not limited to:
 - Prerequisites, course sequences, and skills for:
 - 2 year
 - 4 year
 - Technical college
 - Trade school
 - Apprenticeships
 - Entrepreneurship
 - Military service
 - Annual transcript review/corrections and who to contact if questions or errors exist
 - Consider volunteer or community service as a prerequisite for scholarships
 - Career counseling or school counseling sessions
 - Workshops or seminars on college admissions, financial aid, and career planning
 - Industry-specific events such as job fairs or panels featuring professionals from various fields
 - College campus visits or virtual tours
 - Job shadowing experiences or informational interviews with professionals
 - Explore a variety of career cluster areas
 - Research projects or presentations on different career paths and educational options
 - Skill-building activities such as coding workshops, public speaking courses, or entrepreneurship competitions
 - Online resources such as career assessment tools, industry-specific forums, or webinars
 - Experiential learning opportunities like field trips to workplaces or service-learning projects
- Students should be able to identify training, education, and competencies that align to their aspirations, which could include, but not limited to:
 - Online courses or distance learning programs
 - Mentorship programs or shadowing experiences
 - Participation in industry-specific clubs or organizations
 - Volunteer work or community service projects

- Job shadowing or informational interviews with professionals in their field of interest
- Dual enrollment programs with local colleges or universities
- Portfolio development or project-based learning experiences
- Networking events or conferences related to their field of interest
- Self-directed learning through books, podcasts, or online resources
- Opportunities to participate in school or community athletics and clubs

Standard: HS.HECPS.C.2

Standards Statement

Research admission processes for postsecondary pathways and practice applying to apprenticeships, military service, higher education, trades, and non-degree programs.

Key Concepts

- Students can research and navigate the admission process to postsecondary institutions and practice applying, which could include, but not limited to:
 - Understand the admission timeline and application process for postsecondary pathway of choice
 - Learn which programs to apply for and how to problem solve when barriers arise
 - Navigate career information systems (e.g., Oregon CIS, Naviance or others)
 - Research and understand the application requirements for different postsecondary institutions
 - Attend postsecondary fairs, activities, or information sessions to learn about various programs, acceptance and admission criteria
 - Seek guidance from school counselors or college advisors to identify suitable programs aligned with their interests and career goals
 - Utilize online resources such as college websites or admission portals to explore program options and application deadlines
 - Research standardized tests like the SAT, ACT, or ASVAB, understand their role in the admission process, and determine if a test is needed for admission
 - Request letters of recommendation from teachers or mentors who can attest to their academic abilities and personal qualities
 - Develop strong application materials, including essays, resumes, and portfolios, to showcase their achievements and aspirations
 - Explore the various pathways to postsecondary education, such as community college, transfer programs or apprenticeships, based on individual preferences and career objectives
 - Practice applying to postsecondary institutions of choice, using a Common Application or other application form
- Students can gain familiarity with the application and admission processes for non-degree programs, which could include, but not limited to:
 - Understand the terminology used in the application process

- Adhere to timelines, and compiling necessary documentation
- Identify suitable programs, troubleshoot potential barriers
- Seek assistance from appropriate sources for support and guidance
- Network with professionals or alumni in their desired field to gain insights into program offerings, career pathways, and industry trends
- Participate in mock interviews or resume-building workshops
- Explore alternative pathways to non-four-year degree programs

Standard: HS.HECPS.C.3

Standards Statement

Investigate strategies for making well-informed financial decisions about postsecondary pathways, including how to navigate financial aid options (e.g., FAFSA, ORSAA), application processes, and a variety of credible funding sources and scholarships.

Key Concepts

- Students can make informed financial decisions related to postsecondary education, which could include, but not limited to:
 - Understand how to navigate the application process for financial aid (including FAFSA and ORSAA)
 - How to locate and apply for scholarships and grants
 - Know financial aid and scholarships terminology, timelines, sources, and types
 - Understand eligibility requirements (e.g., financial, community engagement, academic performance, extra curriculars)
 - Know what is employee sponsored education/training
 - Know how to apply for internships
 - Learn about reputable vs scam scholarships and how to spot them
 - Know who to go to for help both within the school and outside
- Students can identify credible scholarships, which could include, but not limited to:
 - Researching scholarships offered by colleges and universities
 - Exploring scholarships offered by professional associations or organizations related to their field of interest
 - Checking scholarship databases and search engines (e.g., Fastweb, Scholarships.com, College Board's Scholarship Search)
 - Inquiring about scholarship opportunities through community organizations, religious institutions, or employers
 - Investigating scholarships offered by foundations or charitable organizations in their local area
 - Consulting with school counselors or college advisors for recommendations on reputable scholarship opportunities
 - Checking with state or federal government agencies for scholarship programs available to eligible students

- Exploring scholarship opportunities specific to their demographic background (e.g., ethnicity, gender, military affiliation, etc.)
- Researching scholarships offered by non-profit organizations or foundations dedicated to supporting education initiatives
- Networking with peers, alumni, or mentors who may be aware of scholarship opportunities or have received scholarships themselves

DRAFT

Appendix D: Workforce Readiness(HS.HECPS.D) Key Concepts

Standard: HS.HECPS.D.1

Standards Statement

Prepare to apply for an entry-level job related to future career goals.

Key Concepts

- Students can prepare to apply for an entry-level job in relation to future academic and career goals, which could include, but not limited to:
 - Identifying career goals
 - Identifying credible sources for finding open positions
 - Navigating technology and job search platforms to find relevant opportunities
 - Examining cultural differences in communication and workplace behaviors
 - Comparing and contrasting different workplace communication expectations
 - Developing professional communication skills and email, phone, and text etiquette
 - Understanding how to read a job description and identify and respond to relevant application vocabulary and language
 - Building a list of references and understanding the difference between personal and professional references
 - Learning to navigate an online application portal and complete a job application online and on paper

Standard: HS.HECPS.D.2

Standards Statement

Prepare a resume and cover letter and determine what to include in a professional portfolio.

Key Concepts

- Students can prepare a resume and cover letter, which could include, but not limited to:
 - Distinguishing between various types of resumes
 - Determining relevant experiences to include on a resume
 - Tailoring resumes and cover letters to specific job descriptions
 - Quantifying achievements and utilizing action verbs
 - Identifying relevant personal strengths, skills, and experiences
 - Seeking feedback
 - Proofreading and editing

- Students can determine what to include in a professional employment portfolio, which could include, but not limited to:
 - Identifying when to use a cover letter
 - Translating personal skills to match a job description
 - Understanding when to use a photograph of yourself
 - Determining the potential impact of your digital footprint
 - Selecting high-quality work samples
 - Including certifications and awards
 - Showcasing multimedia content (e.g., image, video, etc.)
 - Preparing digital employment portfolios (e.g., LinkedIn)
 - Demonstrating growth and development
 - Researching the potential employer and addressing their needs and values
 - Organizing and presenting materials professionally
 - Seeking feedback

Standard: HS.HECPS.D.3

Standards Statement

Practice interview skills in virtual and in-person settings.

Key Concepts

- Students can practice interview skills for both virtual and in person interviews, which could include, but not limited to:
 - Recognizing the impact of non-verbal communication and cultural differences
 - Developing appropriate answers to a variety of interview questions
 - Practicing approaches for different types of interview situations (e.g., single interviewer, multiple interviewers, self-guided, round-robin, group, remote, etc.)
 - Engaging in simulation activities that prepare students for real-world experiences
 - Practicing active listening and engagement
 - Dressing appropriately for an interview depending on the specific role
 - Asking appropriate questions at the end of the interview
- Students can develop post-interview skills for variety of types of interviews, which could include, but not limited to:
 - Asking for next steps and contact information
 - Reflecting on interview performance
 - Writing down important details covered in the interview
 - Sending a thank you email or note
 - Asking for feedback
 - Staying positive and avoiding overthinking
 - Keeping the job search active

Standard: HS.HECPS.D.4

Standards Statement

Understand the hiring process and human resource procedures by analyzing common employment situations.

Key Concepts

- Students can compare terms of employment and determine if it is a favorable offer, which could include, but not limited to:
 - Preparing to complete job acceptance
 - Filling out a W-4
 - Identifying appropriate forms of identification for the I-9
 - Identifying parts of an employee handbook and important employment policies
 - Practicing negotiating terms of employment and recognize when negotiation is appropriate
 - Employment benefits
- Students can understand common human resource procedures and recognize common employment situations, which could include, but not limited to:
 - Requesting time off
 - Ethical use of paid time off
 - Difference between union and non-union employment
 - How to address conflict with colleagues and an employer
 - Recognizing and reporting sexual harassment and workplace bullying
 - Navigating bias and discrimination
 - Knowing your rights as an employee



OREGON
DEPARTMENT OF
EDUCATION

Oregon's High School Personal Financial Education Content Standards (HS.PFE)

May 2024 Draft for the State Board of Education

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Introduction

Oregon's High School Personal Financial Education Domains, Standards and Key Concepts

Oregon's High School Personal Financial Education standards include five domains: 1) Credit and Debt, 2) Banking, Investing, Saving and Repayment, 3) Budgeting, Spending and Money Management, 4) Personal Income, Taxes and Services, and 5) Maintaining Financial Well-being. Each of these domains includes three to four standards which encompass the knowledge and skills that students should know and be able to do to be financially literate when they leave high school.

The standards also include Key Concepts that are relevant to each domain and standard. These are found in the Appendix.

Domains

- HS.PFE.A: Credit and Debt
- HS. PFE.B: Banking, Investing, Saving and Repayment
- HS.PFE.C: Budgeting, Spending and Money Management
- HS.PFE.D: Personal Income, Taxes and Services
- HS.PFE.E: Maintaining Financial Well-being

High School Personal Financial Education Standards

HS.PFE.A: Credit and Debt

- [HS.PFE.A.1](#) Understand components used to build credit and investigate actions that could impact personal credit scores.
- [HS.PFE.A.2](#) Compare and contrast various types of consumer credit and the costs and benefits of borrowing money.
- [HS.PFE.A.3](#) Analyze the long-term impacts of high and low credit scores.

HS.PFE.B: Banking, Investing, Saving and Repayment

- [HS.PFE.B.1](#) Describe the roles of various types of financial institutions, and explore products and services provided by these institutions.
- [HS.PFE.B.2](#) Develop goals for building assets using various investment options, and identify potential risks and rewards for a given strategy.
- [HS.PFE.B.3](#) Evaluate repayment strategies, risks and costs for various types of consumer credit use, including simple or compound interest calculations.

HS.PFE.C: Budgeting, Spending and Money Management

- [HS.PFE.C.1](#) Describe budgeting strategies for savings goals, emergency funds, fixed expenses and variable expenses.
- [HS.PFE.C.2](#) Identify and examine the costs and benefits of financial decisions.
- [HS.PFE.C.3](#) Apply a budgeting strategy to create a sample budget that includes common costs associated with housing, transportation, and insurance products and analyze the outcomes.

HS.PFE.D: Personal Income, Taxes and Services

- [HS.PFE.D.1](#) Define and identify examples of common types of income.
- [HS.PFE.D.2](#) Understand the personal income tax filing cycle, including common tax forms and available tax preparation resources and options.
- [HS.PFE.D.3](#) Understand taxes associated with various sources of income and common tax credits that could reduce individual tax liability.
- [HS.PFE.D.4](#) Understand common types of federal, state, regional, and local taxes and associated tax-funded services provided.

HS.PFE.E: Maintaining Financial Well-being

- [HS.PFE.E.1](#) Analyze the psychology of money through cultural, social, and emotional influences on financial behavior.
- [HS.PFE.E.2](#) Analyze and apply multiple sources of information when making consumer decisions.
- [HS.PFE.E.3](#) Understand and apply strategies to prevent fraud and personal identity theft.

Appendix A: Credit & Debt (HS.PFE.A) Key Concepts

Standard: HS.PFE.A.1

Standards Statement

Understand components used to build credit and investigate actions that could impact personal credit scores.

Key Concepts

Students can understand components used to build credit, which could include, but are not limited to:

- Credit scores
- Credit reports
- Opening a credit account
- Credit rebuilding

Students can investigate actions that impact building credit, which could include, but are not limited to:

- Payment history
- Credit utilization
- Length of credit history
- Types of credit
- New credit inquiries

Standard: HS.PFE.A.2

Standards Statement

Compare and contrast various types of consumer credit and the costs and benefits of borrowing money.

Key Concepts

- Students can name various types of consumer credit including, but not limited to:
 - Installment Credit
 - Revolving Credit
 - Open-end Credit
 - Secured Loans
 - Unsecured Loans
- Students can compare and contrast the costs and benefits for a given type of consumer credit including, but not limited to:
 - Payments
 - Budgeting
 - Interest
 - Flexibility

- Convenience
- Risks

Standard: HS.PFE.A.3

Standards Statement

Analyze the long-term impacts of high and low credit scores.

Key Concepts

Students can understand short-term impact of credit scores including, but not limited to:

- Access to credit options
- Interest rates
- Insurance premiums
- Loan costs
- Utilities and services

Students can understand long-term impact of credit scores including, but not limited to:

- Financial security
- Retirement
- Overall wealth accumulation
- Inability to secure a loan
- Inability to rent an apartment/house
- Interest paid over time in comparison to credit score

Appendix B: Banking, Investing, Saving and Repayment (HS.PFE.B) Key Concepts

Standard: HS.PFE.B.1

Standards Statement

Describe the roles of various types of financial institutions, and explore products and services provided by these institutions.

Key Concepts

- Students can understand the roles of various types of financial institutions, which could include, but are not limited to:
 - Banks
 - Brokerage Firms
 - Credit Unions
 - Online Lenders
 - Consumer Financial Protection Bureau
 - Internal Revenue Service (IRS)
- Students can explore products and services provided by various financial institutions, which could include, but are not limited to:
 - Checking accounts
 - Savings accounts
 - Automated Teller Machines (ATMs)
 - Check cashing services
 - Loans (e.g. personal, car, mortgage, education)
 - Investment accounts and services (e.g., stocks, mutual funds, bonds, certificates of deposit, annuities, IRAs, 401K)
 - Crypto transactions
 - Electronic transfers (e.g., Venmo, PayPal)

Standard: HS.PFE.B.2

Standards Statement

Develop goals for building assets using various investment options, and identify potential risks and rewards for a given strategy.

Key Concepts

- Students can develop goals for building assets which could include, but are not limited to:
 - Understanding that building wealth involves setting financial goals

- Identify short, medium, and long-term goals and consider future needs (e.g., savings, retirement, major purchases)
- Importance of starting early to benefit from compounding interest or yields over time
- Students can understand various investment options which could include, but are not limited to:
 - Explain the benefits of tax-advantaged retirement accounts (e.g., 401(k), IRA)
 - Discuss investing in individual company stocks and dividends earned
 - Explain fixed-income investments
 - Explore diversified investment funds (e.g., Mutual Funds and Exchange Traded Funds)

Standard: HS.PFE.B.3

Standards Statement

Evaluate repayment strategies, risks and costs for various types of consumer credit use, including simple or compound interest calculations.

Key Concepts

- Students can evaluate repayment strategies for various types of credit options which could include, but are not limited to:
 - Revolving Credit Repayment
 - Installment Credit Repayment
 - Variable and fixed interest rates
 - Debt Management Plans (DMP)
 - Revised Budget Planning
 - Borrowing agreements
 - Bankruptcy
 - Short-term payday loans

Appendix C: Budgeting, Spending and Money Management (HS.PFE.C) Key Concepts

Standard: HS.PFE.C.1

Standards Statement

Describe budgeting strategies for savings goals, emergency funds, fixed expenses and variable expenses.

Key Concepts

- Students can describe a variety of financial strategies to meet savings goals, that could include, but are not limited to:
 - Automatic Transfers
 - Reserve Funds
 - Emergency Funds
 - Fixed Expenses
 - Variable Expenses
- Students can incorporate budgeting tools which could include, but are not limited to:
 - Banking Tools and Apps
 - Spreadsheets
 - Worksheets
 - Third-party Apps

Standard: HS.PFE.C.2

Standards Statement

Identify and examine the costs and benefits of financial decisions.

Key Concepts

- Students can name a variety of financial goals that could include, but are not limited to:
 - Saving for an emergency fund
 - Paying off debt
 - Financing for education
 - Buying a home
 - Saving for retirement
 - Starting a business
 - Lifestyle choices (e.g., travel)
- Students can examine goals that include, but are not limited to:
 - Identifying alignment of the goal to values and priorities
 - Estimating the amount and time needed for the goal
 - Evaluating the trade-offs of spending decisions

Standard: HS.PFE.C.3

Standards Statement

Apply a budgeting strategy to create a sample budget that includes common costs associated with housing, transportation, and insurance products and analyze the outcomes.

Key Concepts

- Students can plan a budget by taking steps such as, but not limited to:
 - Setting financial goals (e.g., savings, investments, emergency funds, retirement)
 - Make a plan for expenses
 - Monitoring your budget (e.g., understanding available tools to assist)
 - Tracking income and expenses (e.g., fixed and variable expenses)
 - Analyzing spending habits
- Students can select from a variety of factors to consider in a sample budget, which could include, but are not limited to:
 - Income
 - Expenses
 - Savings
 - Insurance (e.g., health, life, disability, car, house)
 - Inflation

Appendix D: Personal Income, Taxes and Services (HS.PFE.D) Key Concepts

Standard: HS.PFE.D.1

Standards Statement

Define and identify examples of common types of income.

Key Concepts

- Students can identify common types of income including, but not limited to:
 - Gross and net income
 - Income from full-time and part-time employment
 - Self-employment income
 - Interest, investments and dividend income
 - Active and passive income
 - Salary and hourly wages
 - Employee vs Independent contractor
 - Windfall income (e.g., tax refund per capita Tribal payment, inheritance)

Standard: HS.PFE.D.2

Standards Statement

Understand the personal income tax filing cycle, including common tax forms and available tax preparation resources and options.

Key Concepts

- Students can describe the responsibilities for personal tax filing including, but not limited to:
 - Annual tax cycles
 - Deductions (standardized versus itemized) and Subtractions
 - Tax withholdings and estimated payments
 - Threshold for income to file taxes
 - Dependency status
 - Tax brackets
- Students can understand state and federal tax forms and available tax resource options including, but not limited to:
 - Tax forms e.g., W2, W4, I9, 1040, 1099, 1098, OR-W-4, OR-40)
 - Completing a 1040 and OR-40 filing
 - Tax filing and preparation resources and options (e.g., tax advisor, CPA, software, Oregon Direct File and free tax filing options)

Standard: HS.PFE.D.3

Standards Statement

Understand taxes associated with various sources of income and common tax credits that could reduce individual tax liability.

Key Concepts

- Students can compare tax liabilities for common sources of income including, but not limited to:
 - Earned Income
 - Interest and Dividends
 - Capital Gains
 - Self-Employment
- Students can identify common tax credits to reduce overall income taxes including, but not limited to:
 - Child Tax Credit (CTC) and the Oregon Kids Credit
 - American Opportunity Tax Credit
 - Lifetime Learning Credit
 - Earned Income Tax Credit (EITC)
 - Oregon Earned Income Credit (EIC)
 - Oregon Earned Income Credit for ITIN Filers (EIC-ITIN)
 - Oregon Exemption Credit
 - Oregon Surplus Credit

Standard: HS.PFE.D.4

Standards Statement

Understand common types of federal, state, regional, and local taxes and associated tax-funded services provided.

Key Concepts

- Students can understand various federal and state taxes including, but not limited to:
 - Income taxes
 - Social Security and Medicare Taxes (e.g., FICA)
 - Excise taxes
 - Sales tax
 - Vehicle registration fees
 - Estate and inheritance taxes
- Students can understand various local and regional taxes including, but not limited to:
 - Local sales taxes
 - Property tax
 - Occupational taxes

Appendix E: Maintaining Financial Well-being (HS.PFE.E)

Key Concepts

Standard: HS.PFE.E.1

Standards Statement

Analyze the psychology of money through cultural, social, and emotional influences on financial behavior.

Key Concepts

- Students can compare and contrast cultural influences on financial behavior including, but not limited to:
 - Consumption
 - Savings rates
 - Asset class choices
 - Time frames
 - Community-based financial management approaches (e.g., community financing, kinship lending models, money pools, microloans, loan clubs, and other types of cultural financial lending)
- Students can identify social influences on financial behavior including, but not limited to:
 - Peer pressure
 - Marketing strategies
 - Social trust
- Students can identify emotional influences on financial behavior including, but not limited to:
 - Loss aversion (e.g., fear tactics)
 - Overconfidence bias
 - Recency bias
 - Ambiguity aversion
 - Herd mentality
 - Stress avoidance (e.g., negative stressors, bad news)

Standard: HS.PFE.E.2

Standards Statement

Analyze and apply multiple sources of information when making consumer decisions.

Key Concepts

- Students can analyze and apply multiple sources of information before making consumer decisions including, but not limited to:
 - Advertisements

- Reviews
- Interest rates
- Applicable fees
- Consumer movements
- Personal preferences

Standard: HS.PFE.E.3

Standards Statement

Understand and apply strategies to prevent fraud and personal identity theft.

Key Concepts

- Students can understand and apply possible actions to protect against fraud and personal identity theft including, but not limited to:
 - Monitoring accounts
 - Passwords
 - Online safety and WiFi protection
 - Secure documents and computers
 - Monitor personal information
 - Understanding dark patterns



Standards for Higher Education and Career Path Skills & Personal Financial Education

SBE First Read | May 16, 2024

Alexa Pearson, Director of Standards & Instruction

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247

Beth Wigham, Career and College Readiness & School Counseling Programs Specialist

Senate Bill 3: Adopt Content Standards & Diploma Requirements



Oregon Department of Education

Directs the State Board of Education to **adopt content standards for:**

- **0.5 credit of higher education and career path skills, and**
- **0.5 credit of personal financial education**

as part of the 24 credit requirements for a high school diploma.

**Districts must ensure that students who will be awarded high school diplomas on or after January 1, 2027, are able to satisfy these credit requirements.*

Purpose



We are here to share:

- Standards development process
- A **first read** of the recommended drafts of
 - Higher Education and Career Path Skills Standards
 - Personal Financial Education Standards
- Engagement process and themes
- Next steps



Standards Development Process

Gratitude



Standards Development Content Panels' Timeline & Milestones

December 2023

January 2024

February 2024

March-April
2024

April-June 2024

- **Meeting 1:**
 - Context for SB 3
 - Charge of the panel
 - Common understanding of PFE/HECPS
 - Determine organization of the components for the standards
- **Meeting 2:** Review different PFE Standards
- **Meeting 3:** Draft the PFE Standards
- **Meeting 4:** Draft of Standards finalized for feedback across panel groups
- **Meeting 5:** Review feedback from panel groups & determine areas for improvement
- **Meeting 6**
 - Finalize and revise standards for engagement
 - **April:** Engagement with Focus Groups and Community Meetings; ODE Public Survey
- **May**
 - Review engagement feedback & determine areas for improvement; Finalize standards for SBE 1st read
 - SBE 1st Read
- **June:**
 - Incorporate final feedback
 - SBE 2nd Read/Adoption



Draft Standards for Higher Education and Career Path Skills

Higher Education & Career Path Skills Standards Panel

Geographical Representation

- 3 - Oregon Coast
- 3 - Eastern Oregon
- 1 - Central Oregon
- 2 - Southern Oregon
- 1 - The Gorge
- 11 - Willamette Valley
- 8 - Portland Metro



Racial Diversity

- 10% Asian/Pacific Islander
- 3% Multi-racial
- 3% - Black/African American
- 14% - Hispanic/latino/a/x/e
- 69% - White

Role Representation

- 2 - College/Career Coordinator
- 3 - District Staff/TOSA/COSA
- 4 - HS Administrator
- 3 - HS Counselor
- 3 - ESD Employee
- 3 - Community College (Financial Aid/CCR)
- 3 - University (Educator/Programs)
- 2 - Alternative Education
- 2 - College Access Personnel
- 1 - Special Education Teacher
- 1 - Regional Coordinator ²⁵⁴
- 1 - HS CTE Business Educator
- 1 - HECC/CCWD Policy Advisor
- 1 - Business/Industry Partner

Content Area

Domain A Standards

Higher Education and Career Path Skills Standards

HS.HECPS.A: Seeking Assistance and Self-Advocacy

[HS.HECPS.A.1](#) Explore how personal strengths, aptitudes, interests and values connect with future career paths.

[HS.HECPS.A.2](#) Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.

[HS.HECPS.A.3](#) Understand the rights and responsibilities that come with being a student and member of communities and organizations.

[HS.HECPS.A.4](#) Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

Domain B Standards

HS.HECPS.B: Career Exploration and Preparation

[HS.HECPS.B.1](#) Practice employability skills necessary to effectively self-manage and collaborate with others in a workplace setting.

[HS.HECPS.B.2](#) Understand the diverse range of career pathways available, including, but not limited to, apprenticeships, military service, higher education, trades and non-degree programs.

[HS.HECPS.B.3](#) Explore local opportunities and benefits for participating in career-connected and community-based experiential learning related to future goals.

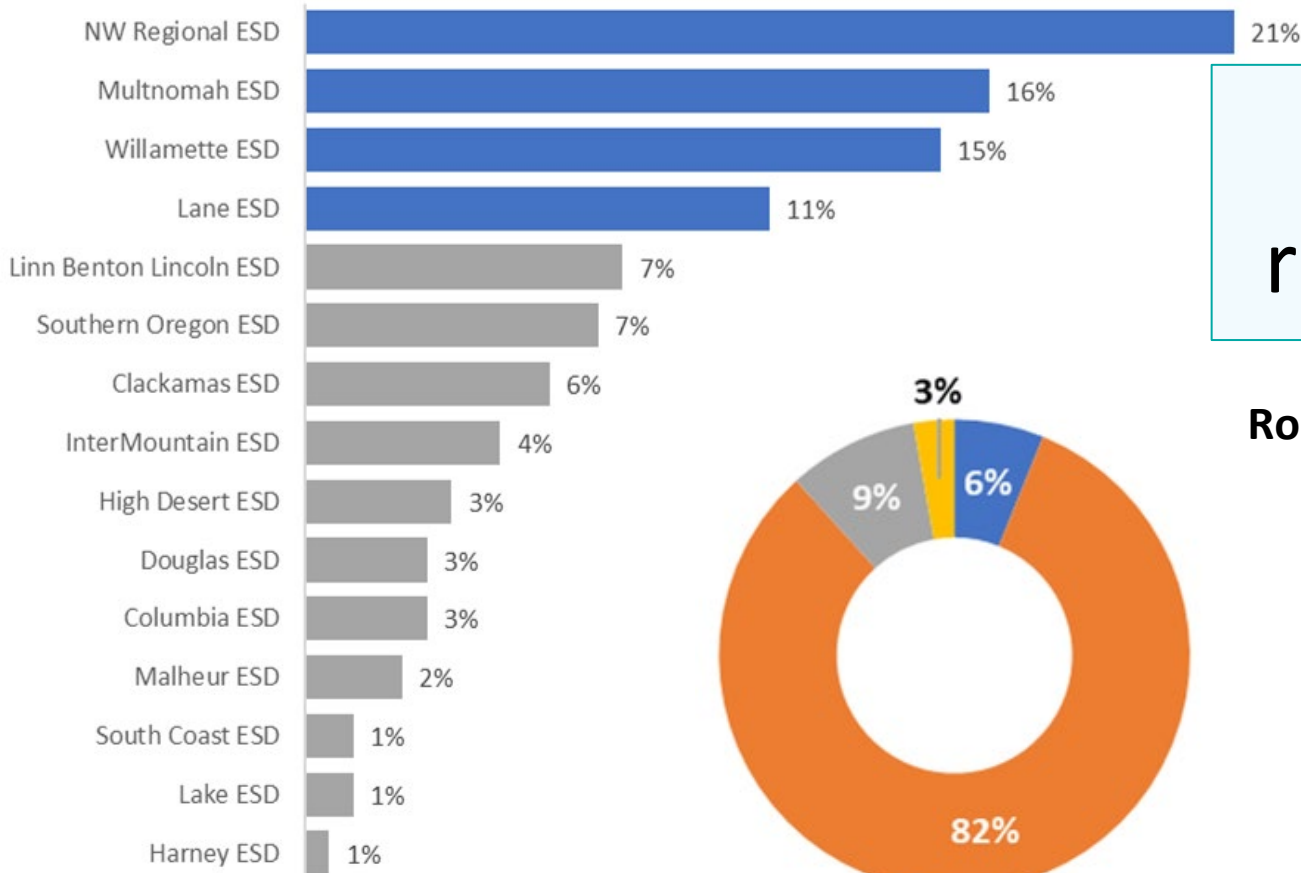
Higher Education & Career Path Skills Standards



14 total standards across four domains:

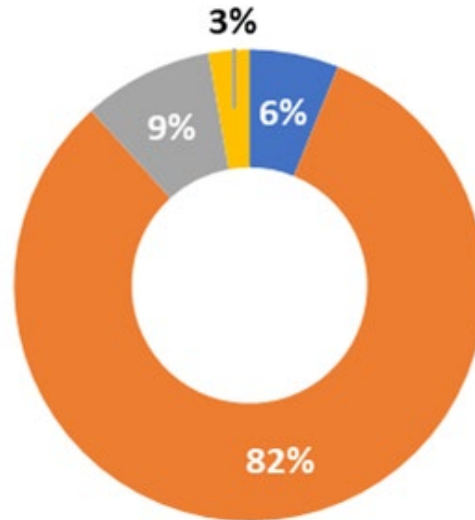
- Seeking Assistance and Self-Advocacy
- Career Exploration and Preparation
- Postsecondary Readiness
- Workforce Readiness

Geographic Representation:



179
respondents

Role Representation:



- Community Member
- Educator
- Other
- Parent/caregiver

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Feedback Themes: Strengths

Standards were relevant and practical

Provides a range of post-secondary options and pathways for students

Content was clear, well organized, and comprehensive

Flexible implementation

Aligned with current curriculum

Honors multiple post-secondary pathways and options

Addresses knowledge, skills, and dispositions needed to be successful in chosen post-secondary pathway

Considers students' goals

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Feedback Themes: Concerns

Implementation of
new standards

Lack of existing
open-source
curriculum and
teaching materials

Needing clearer
guidance for
unpacking scope,
sequence and
assessment

Lack of funding for
implementation

New licensing
requirements

FTE for staff to teach
new standards

Impact on current
courses, programs,
and graduation
requirements

Costs associated with
new curriculum

259

Feedback for Higher Education and Career Path Skills Standards

Survey results for the draft standards showed that most respondents either **Agree or Strongly Agree** that the standards:

- address the requirements of the legislation (91%)
- will make a positive difference for students (90%)
- are easy to understand (90%)
- cover what they would expect students to know (88%)



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Incorporating Feedback



ODE convened an internal workgroup to analyze, process, and incorporate feedback from public comment and other engagement opportunities.

All feedback received has been incorporated.



Draft Standards for Personal Financial Education

Personal Financial Education Standards Panel

Geographical Representation

- 2 - Oregon Coast
- 2 - Eastern Oregon
- 2 - Central Oregon
- 1 - Southern Oregon
- 7 - Willamette Valley
- 9 - Portland Metro



Racial Diversity

- 6% Asian/Pacific Islander
- 6% Multi-racial (Hispanic/Latino/a/x/e & White)
- 11% - Black/African American
- 78% - White
- 5 - Preferred not to answer

Role Representation

- 1 - HS Special Educator
- 6 - HS CTE Educator
- 4 - HS Social Science Educator
- 2 - HS Math Educator
- 2 - HS Administrator
- 1 - HS Counselor
- 1 - District Racial Equity TOSA
- 1 - ESD Employee ²⁶³
- 2 - Higher Education Partner
- 1 - MS Financial Literacy Educator
- 2 - Business/Industry Partner

Content Area

Personal Financial Education Standards

Domain A

HS.PFE.A: Credit and Debt

Standards

[HS.PFE.A.1](#)

Understand components used to build credit and investigate actions that could impact personal credit scores.

[HS.PFE.A.2](#)

Compare and contrast various types of consumer credit and the costs and benefits of borrowing money.

[HS.PFE.A.3](#)

Analyze the long-term impacts of high and low credit scores.

Domain B

HS.PFE.B: Banking, Investing, Saving and Repayment

Standards

[HS.PFE.B.1](#)

Describe the roles of various types of financial institutions, and explore products and services provided by these institutions.

[HS.PFE.B.2](#)

Develop goals for building assets using various investment options, and identify potential risks and rewards for a given strategy.

[HS.PFE.B.3](#)

Evaluate repayment strategies, risks and costs for various types of consumer credit use, including simple or compound interest calculations.

Personal Financial Education Standards

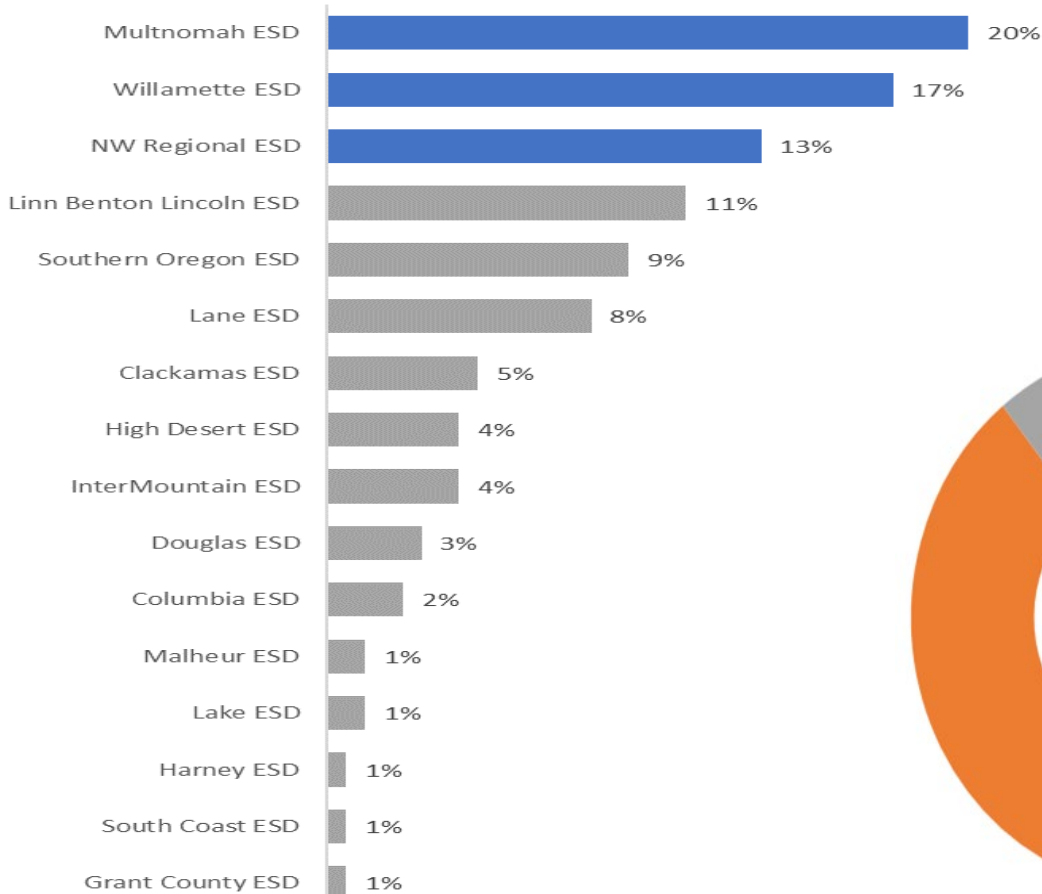


Oregon Department of Education

16 total standards across five domains:

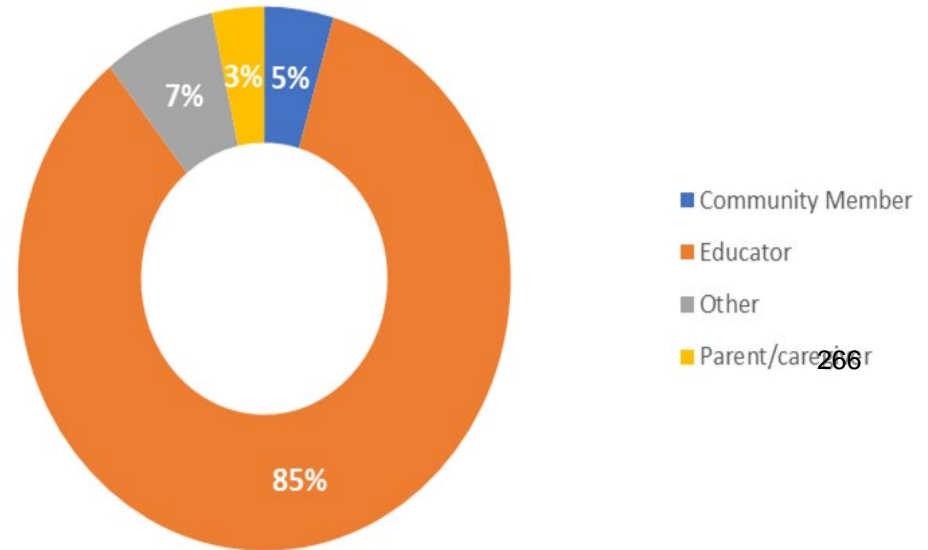
- Credit and Debt
- Banking, Investing, Saving and Repayment
- Budgeting, Spending and Money Management
- Personal Income, Taxes and Services
- Maintaining Financial Well-being

Geographic Representation:



176
respondents

Role Representation:



Feedback Themes: Strengths

Flexible
implementation

Clear, concise, and
easy to implement
structure

Standards were
comprehensive,
practical, and
relevant

Renewed focus on
personal finance as a
standard

Wide range of topics
concerning personal
finance

Needed skills and
tools to navigate
personal financial
responsibility

Updated and timely
topics

Addition of financial
well-being and taxes

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Feedback Themes: Concerns

Needed district guidance for implementation

Timeline to implement amidst budget cuts

Implementing the additional credit within existing graduation requirements and courses

Overlapping standards

Too many requirements for graduation

Lack of funding for implementation (i.e. curriculum, FTE, training)

Extent to which districts have flexibility to award the credit (i.e., within other courses)

Lack of open-source curriculum

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Feedback for Personal Financial Education Standards

Survey results for the draft standards showed that most respondents either **Agree or Strongly Agree** that the standards:

- address the requirements of the legislation (96%)
- will make a positive difference for students (93%)
- are easy to understand (98%)
- cover what they would expect students to know (87%)





Additional Engagement

Student, Family & Community Standards Engagement

Oregon Kitchen Table hosted sessions to collect feedback related to Higher Education & Career Path Skills and Personal Financial Education content standards and implementation.

Interviews revealed broad agreement that Oregon students need more preparation to navigate a world full of large, often-intimidating systems and complex decision-making.



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Feedback Themes by Content Area

Specific cultural practices related to saving, banking, and investing

How debt operates in a societal context, because of how it can impact students' long-term financial health.

Benefits multiple generations *and* can create tension or conflict among generations that have differing attitudes about credit, banking or higher education

More support around financial aid options and college application process

Gain “soft skills” on workplace or classroom expectations

Cover all of the domains within the standards so all students have groundwork they could build from later

Understanding and choosing among different post-secondary options such as community college, 2-year vs. 4-year degrees

Environments may impact the way students interact with the content

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Additional Engagements



- COSA/OACOA Conference in January
- Northwest Business Educators Association Conference
- Student Success Plan Advisory Group Meetings
- Department of Revenue Meeting
- Department of Treasury Meeting
- Financial Empowerment Advisory Team Meetings
- Counseling Programs Leadership Network Meeting
- Oregon Kitchen Table Community Connector Interviews
- Oregon Kitchen Table Community Conversations

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Next Steps

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Next Steps: Standards

Following the first read, ODE will incorporate any feedback received from Board.



ODE will propose adoption of the standards at the June 2024 Board meeting.



ODE will develop guidance and learning opportunities for districts

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Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.D.

<p>SUBJECT: 2024 Inclusive Social Science Standards</p> <p>STAFF NAME & OFFICE: Amit Kobrowski and Alexa Pearson, Office of Teaching, Learning, and Assessment</p> <p>The Oregon Department of Education collaborates with K-12 educators, administrators, and educational partners to foster positive and inclusive learning environments for all students. In response to legislative requirements, the 2018 Social Science Standards and the optional 2021 Ethnic Studies Integrated Social Science Standards underwent thorough review and revision. The resulting Draft 2024 Social Science Standards reflect inclusivity and incorporate legislatively mandated additions. Throughout the review process, ODE received valuable input to ensure the standards meet the diverse needs of Oregon's students. Upon adoption by the State Board of Education, school districts will implement these standards for the 2026-2027 school year, allowing adequate time for preparation and alignment with educational objectives.</p>	<p><input checked="" type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Presentation</p> <p><input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action</p> <p><input type="checkbox"/> Temp Rule</p> <p><input type="checkbox"/> Presentation</p> <p><input type="checkbox"/> No Presentation</p>
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BACKGROUND

Empowering students with a more complete history is essential for cultivating an informed, engaged citizenry prepared to uphold the pillars of our pluralistic democracy. High-quality social science education equips young minds not only with an understanding of government, economics, and geography, but also with the critical thinking skills to analyze diverse perspectives and experiences that have shaped our society. Recent legislation in Oregon recognizes these standards as a crucial catalyst for transforming classroom instruction and ensuring all students gain access to a more complete historical narrative that reflects our state's rich tapestry of cultures and identities.

Development of the 2024 Standards

In 2017, Oregon passed [House Bill 2845](#), which initiated the exploration and proposal of adding ethnic studies content into existing K-12 social science standards. In January of 2020 a panel of K-12 teachers utilized the ethnic studies advisory group report to integrate ethnic studies standards into the K-12 Social Science Standards. In February of 2021, the State Board of Education adopted the [2021 Social Science Standards Integrated with Ethnic Studies](#). The 2021 Social Science Standards remained optional as most school districts had recently implemented the 2018 standards with corresponding instructional material adoptions. School districts intending to use the optional 2021 standards independently identified instructional materials and teacher professional learning needs. However, the shift to remote learning and the challenges of delivering high quality learning online, limited the ability of school districts to implement the 2021 standards.

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In alignment with the seven-year cycle for instructional material adoption, the Oregon Department of Education announced the opportunity for K-12 educators to join an educator advisory panel for the Social Science Standards review and revision process in April 2023. The selected panel includes thirty-five educators from across Oregon. Advisory panel members represent K-2, 3-5, 6-8, and high school educators, including ethnic studies educators who previously implemented ethnic studies in California. This advisory panel aimed to translate recent legislative mandates into academic standards and develop clear, comprehensive guidelines for educators.

In the seven years since the previous comprehensive review and revision of the Social Science Standards, the Oregon legislature enacted several significant initiatives requiring updates to the K-12 Social Science content standards. The panel reviewed recent legislation to better understand how to meet both the requirements and spirit of creating a more complete understanding of the past with a wider perspective on today's world.

Using the optional 2021 Social Science Standards integrated with Ethnic Studies as a framework, the advisory panel identified opportunities to incorporate the histories and perspectives of underrepresented groups identified in [ORS 329.045](#), address learning concepts related to the Holocaust and other genocides as outlined in [SB 664](#), and enhance civics education mandated by [SB 513](#) and [SB 702](#).

In addition to a review of Oregon's legislation, the panel explored guidance from the National Council of Social Studies and numerous social science standards examples from other states with recent standards adoptions. This exploration of national guidance and standards from across the United States helped the advisory panel identify new possibilities of how the format and structure of Oregon's standards could be redesigned to provide greater clarity of the social science learning expectations for educators, parents, community members, and students.

Engagements

Prior to considering revisions, the panel engaged with the Oregon Historical Society to identify opportunities for students and classroom teachers to explore local examples of the individuals and groups often underrepresented in traditional approaches to social science. The panel also worked with the Oregon Jewish Museum and Center for Holocaust Education to inform the writing of standards required by Senate Bill 664.

The Office of Indian Education reviewed the initial draft version of the 2024 Standards, providing crucial feedback. Additional engagement sessions on subsequent versions with members of the Educators Advancement Council, Students Success Coordinators, and the Office of Education, Innovation, and Improvement ensured greater inclusion of historically underrepresented groups, and language was clarified and sharpened for classroom educator implementation.

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Before release for public comment, ODE shared the current draft with educators from colleges and universities, COSA Equity Directors, students, Community-Based Organizations, instructors of teacher preparation programs, and pre-service teachers. The feedback survey remained open until May 6th, with an additional student engagement planned prior to sharing the finalized standards at the June State Board of Education session.

New Additions to the 2024 Draft Standards

- **Content specific examples:** Classroom educators consistently requested additional clarification and examples within the standards document for points of reference when designing learning opportunities for students.
- **New standards for K-5:** 2021 standards occasionally included cumbersome language or multiple ideas within one standard. In these cases, providing clarification required splitting concepts into two standards or reframing the standard.
- **Learning concepts for each domain:** Previous standards only included domains (History, Civics, Geography, and Economics). Including learning concepts within each domain helps educators design long-term learning.
- **Middle school flexibility:** Standards allow for school districts to determine a chronological, geographic, or thematic approach to grade 6 and 7 social science.
- **Incorporation of Holocaust/genocide learning objectives:** SB 664 introduced nine learning objectives for integration into K-12 social science standards.
- **New Civics standards:** SB 513 requires school districts to offer a standalone .5 credit course for civics as part of the 24 diploma credits. SB 702 requires a more robust approach to K-12 civics standards.
- **Tribal History/Shared History lessons integrated:** [Senate Bill 13](#) created required lesson plans for social science, language arts, math, science, and health. Standards now include direct links to Tribal History/Shared History lessons for ease of teacher access.
- **Adjustments to Literacy:** With the passage of [Senate Bill 3](#), the high school financial literacy standards are no longer a component of the Social Science Standards. The K-8 standards retain personal finance standards as part of economics.
- **Transformational Social Emotional Learning:** The standards include guidance and connections for the inclusion of the recently adopted TSEL standards.
- **Introduction to the standards:** Includes relevant legislation and guiding principles explaining Oregon’s approach to social science. Definitions of “Inclusive Social Science” and “traditionally underrepresented” are included for clarity and reference.

SUMMARY OF PREVIOUS BOARD ACTION

In February 2021, the Oregon State Board of Education adopted the Oregon K-12 Social Science Standards Integrated with Ethnic Studies. This is the first read on the 2024 Draft Social Science Standards.

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May 16, 2024

AGENDA ITEM: 7.D.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

POLICY ISSUE OR CONCERNS

The 2024 Social Science Standards reflect a comprehensive effort to address legislative mandates, feedback from educators, guidance from other states, student input, perspectives from community organizations, and public comments.

While aiming to provide a more inclusive and robust social science experience, the updated standards incorporate adjustments and additions that some may question. These include a greater emphasis on ethnic studies, revised learning objectives related to historically marginalized groups, and explicit references to resistance, resilience, and oppression within and among many communities. The updated standards intentionally guide classroom instruction to investigate diverse experiences and equip students with the knowledge for critical analysis of the complex stories and systemic factors that have shaped our pluralistic democracy.

The State Board should be aware of three challenges for school districts as the new standards are implemented in the 2026-2027 school year.

Inclusive Standards

Shifting the narrative and revealing new narrators, the 2024 standards continue the inclusive intent of the 2021 standards with specific content examples naming often overlooked or unexplored experiences. The teaching and sharing of traditionally underrepresented histories, contributions, and perspectives may require additional support for educators to build relevant knowledge and content dexterity. [Senate Bill 1050](#) provides funding for the Oregon Department of Education to facilitate state-wide professional learning for K-12 educators on the Holocaust and other genocides and ethnic studies.

The K-12 standards prompt students to explore the influence of gender, race, ethnicity, sexual orientation, religion, class, and disability on laws, policies, and social interactions. The acknowledgement and teaching of the significance of “identity” garnered negative and positive public feedback. For readability, the listing of identity groups, as named in HB2845 “Ethnic Studies” are no longer repeated in each standard. However, identity remains a significant concept in the 2024 Standards.

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AGENDA ITEM: 7.D.

Number of Standards

When necessary, standards with multiple concepts and skills were separated for purposes of instruction and assessment while maintaining crucial skills or content. Although creating an overall increase in the total number of standards, each standard is streamlined, and grade-level scope remains similar to previous standards. During public comment, classroom educators noted the addition of standards. The number of standards in each grade level places Oregon's Social Science Standards in similar range to other state standards.

Implementation Challenges

Since 2016 Oregon adopted seven laws adding significant new content and areas of focus to the K-12 Social Science Standards. The 2024 Standards reflect the new legislative requirements and help to clarify the learning expectations for students. However, full implementation as intended will entail several challenges:

- Limited time and the underteaching of social science in K-5. Although [research](#) supports the full inclusion of social science for improving reading outcomes, on the public survey, classroom educators reported a lack of time and support for social science instruction.
- The addition of the histories, contributions, and perspectives of traditionally underrepresented groups and individuals in the standards represents new learning for many classroom educators. Senate Bill 1050 provides funding for state-wide professional learning and the creation of resources and online learning modules to help build educator capacity. These professional development opportunities are optional for school districts.
- Oregon's [ethnic studies legislation](#) creates an expansive definition of social and ethnic groups to be included in the social science standards. Creating balance in addressing the history and perspective of each of the defined groups is dependent on teacher knowledge and high-quality instructional materials aligned to the 2024 standards.
- Standards create a baseline and a framework for building student knowledge and skills. They do not create a curriculum or lessons. School districts and classroom educators retain the ability to utilize instructional materials, create curriculum, implement lessons, and establish courses that strengthen these standards and allow students to explore relevant learning.

EQUITY IMPACT ANALYSIS

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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. Research on culturally responsive classrooms and instruction consistently indicates that students with a sense of belonging in school have improved learning outcomes. Providing inclusive standards facilitates the understanding of one’s own life as well as others’ lived experiences and perspectives, creating a more complete understanding of the factors that shape our world.

FISCAL ANALYSIS

Once these standards are adopted by the State Board, the Oregon Department of Education will utilize funding provided by SB 1050 to develop and facilitate professional learning for K-12 educators. Districts will have costs related to implementation such as the adoption process and purchase of instructional materials aligned to the new standards, time for professional learning and implementation.

STAFF RECOMMENDATION

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

ATTACHMENTS

Attachment 1: 2024 Standards V.7

Attachment 2: [2024 Overview of Standards](#)



2024 Social Science Standards

In June of 2024, the State Board of Education is scheduled to adopt Oregon's updated K-12 Social Science Standards that outline the knowledge and skills students are expected to attain in the areas of history, geography, civics, and economics at each grade level from kindergarten through high school.

Related Laws & Legislative History

The new standards also address several recent laws from the Oregon Legislature and Governor, including ethnic studies, and Holocaust and genocide education:

- 2017: Senate Bill 2845/SB 2023 Ethnic Studies ([ORS 329.045](#))
 - Inclusion of ethnic studies in the K-12 social science standards.
 - Instructional materials supportive of integrated social science standards
- 2018: Senate Bill 664 Holocaust and Other Genocides ([ORS 329.494](#))
 - Requires K-12 education about the Holocaust and other genocides
 - Guidance documents provided to address Holocaust and genocide concepts.
- 2021: SB 513/SB702 Civics Education ([ORS 329.045](#))
 - Requires a .5 credit and course for US Government and Civics for Oregon diploma
 - Social science standards to emphasize civics education
- 2023: Senate Bill 2905 Expanding Ethnic Studies ([ORS 329.045](#))
 - Adds Jewish descent to groups included in ethnic studies

Timeline for Implementing Social Science Standards

- **Spring 2024** - Review public feedback
- **Summer 2024** - Standards proposed adopted by the State Board of Education
- **Fall 2024** - Instructional materials evaluation criteria informed by engagement adopted by the State Board of Education. ODE will then work with social science publishers and will convene an evaluation committee to review social science materials for the state approved list.

All school districts in Oregon will be required to implement the new Social Science Standards by the academic year 2026-2027.

More Information

Visit [Oregon's Social Science Standards](#) webpage.

Contact us with questions at ODE.SocialScience@ode.oregon.gov

Social Science Frequently Asked Questions

Q. What is social science?

- A. In Oregon, Social science includes the disciplines of geography, history, civics, and economics. Social science examines and explains historical developments, political structures, social interactions, cultural norms, geographic systems, and economic exchange through research, analysis, and theoretical frameworks. Social science can also sometimes be referred to as social studies.

Q. What are Oregon's Social Science Standards?

- A. Oregon's Social Science Standards outline the knowledge and skills students attain in the domains of history, geography, civics, and economics at each grade level, K-12.

Q. Are Ethnic Studies included in the Social Science Standards?

- A. Yes. Oregon HB2845 defined ethnic studies as including the histories, contributions, and perspectives of traditionally underrepresented individuals and groups. Since 2021, the social science standards have included these concepts and perspectives to provide a more complete understanding of history, civics, economics, and civics.

Q. Do the standards create an ethnic studies course?

- A. No. Students engage with ethnic studies concepts within their regular social science curriculum. School districts may decide to offer additional coursework as electives building on the learning from the required standards.

Q. Does Oregon require teaching on the Holocaust and other genocides?

- A. Yes. Holocaust and Other Genocide Education is mandated by Senate Bill 644, ensuring that students learn about historical atrocities such as the Holocaust and other

genocides. Concepts related to Holocaust and genocide education are included in the Social Science Standards.

Q. How are the social science standards related to Tribal History/Shared History

- A. The Tribal History/Shared History lesson plans support the teaching of the [Essential Understandings of Native Americans in Oregon](#). Lessons are offered throughout K-12 in English Language Arts, Math, Science, Health, and Social Science. The 2024 Social Science standards include specific references to the Tribal History/Shared History lessons.

Q. How are teachers supported in implementing these standards?

A. Teachers are supported through resources, professional development opportunities, and ongoing guidance provided by Oregon's Open Learning platform, the Oregon Department of Education's Social Science webpage, and monthly newsletters. Additionally, Senate Bill 1050 allocates resources to create professional learning specifically designed to support social science educators in the implementation of Ethnic Studies as well as Holocaust and genocide studies.

Q. When will the revised Social Science Standards be adopted?

- A. The Social Science Advisory Panel is responsible for reviewing and revising the standards on a seven-year adoption cycle. A draft of the standards is shared with the public for review and feedback before a presentation to the State Board of Education. The current timeline includes the adoption by the State Board of Education of the revised standards in June 2024.

Q. How were the 2024 Social Science Standards created?

- A. *A Social Science Teacher Advisory Panel reviewed and offered revisions to the 2021 Social Science Standards. Community groups, educators, and the public provided additional comments and feedback before the State Board of Education reviewed and approved the 2024 Social Science Standards.*

Q. Are all school districts required to implement the Social Science Standards?

- A. Yes. All school districts in Oregon must implement the Social Science Standards by the academic year 2026-2027.

Q. How can community partners get involved in supporting these initiatives?

- A. Community partners can support these initiatives by providing feedback on curriculum materials, and collaborating with educators and policymakers to promote culturally responsive teaching practices.

Q. Where can I find more information about Oregon's Social Science Standards and related initiatives?

- A. Resources supporting Oregon's Social Science Standards, Ethnic Studies integration, Holocaust and genocide education, and professional development opportunities are available on the [Oregon Department of Education's website](#), [social science webpages](#), and through the [Oregon Open Learning platform](#).

Civics Education: 2024 Social Science Standards

Senate Bill 702

Strengthening Civics Education

During the 2021 Legislative session, the Oregon State Legislature passed Senate Bill 702, directing the State Board of Education to review the social science standards related to civics instruction before 2025 to consider emphasizing and making more accessible civic education related to:

- Voting as a fundamental civil right
- Identification and analysis of historically underrepresented groups
- Appreciation of the structure of government at local, state, tribal, and national levels
- Understanding of the values and principles of a pluralistic democracy

Civics Legislation Informs Revision of Standards

As an extension of Senate Bill 702, the Social Science Standards review and revision included changes specifically related to civics instruction. There were four concepts added to each social science domain. The four concepts for civics education include:

1. Political institutions
2. Identity, roles and responsibilities
3. Democratic principles
4. Civic engagement

Civics Advisory Review Board

- Senate Bill 702 required the establishment of a Civics Advisory Review Board composed of diverse community members and youth participants to review the social science standards.
- The Oregon Department of Education recruited over 25 members to participate on the Civics Advisory Review Board with representation, including public school students in grades 9-12, education



advocates, voting rights advocates, representatives of culturally specific organizations, and public school educators.

- The Civics Advisory Review Board met twice in April of 2024 to review the newly proposed 2024 Social Science Civics Standards with a particular focus on voting rights and how to vote, current and historical social movements, the roles of local governments and tribal governments, and the constitutional form of government in this country, and the United States Constitution, the Oregon Constitution. Revisions were made to the draft standards based on the feedback from this review board.

Civics Standards

Table 1. Examples of Civics Standards Across the Grades

Kindergarten Civics Civic Engagement K.C.CE.6	5th Grade Civics Democratic Principles 5C.DP.5	High School Civics Democratic Principles HS.C.DP.13
Explain and demonstrate how rules can reduce conflict, address unfairness, and promote fairness in different settings and cultures. <i>For instance:</i> <ul style="list-style-type: none"> • Taking turns • Transitioning to next activity • Raising your hand 	Analyze the Preamble and sections of the Constitution to understand the establishment and limitations of democratic principles. <i>For instance:</i> <ul style="list-style-type: none"> • Ideas of individual rights and the protection of slavery • Representative democracy and limitations on suffrage • Recognition and violations of Tribal Sovereignty • Equality and individual liberty • Limited Government and the Supremacy Clause • General Welfare and Individual property rights 	Argue and defend positions on contemporary issues in which foundational ideas or values are in tension. <i>For instance:</i> <ul style="list-style-type: none"> • Majority Rule and Individual Rights • Popular vote and Electoral College • Liberty and Equality • Equity and Equality • Individual Rights and Community Interests • Freedom and Security

Contact Us for More Information

Please visit the Oregon Department of Education Social Science webpage at [Social Sciences - Oregon Department of Education](#) to learn more about civics education in Oregon.

Contact us with any questions that you may have regarding social science education at ode.socialscience@ode.oregon.gov.



Social Science Standards

First Read State Board of Education

May 16, 2024

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[Alexa Pearson](#) Director Standards and Instructional Supports

[Amit Kobrowski](#) Social Science Specialist

Social Science Standards



Oregon Department of Education

- **Legislation and Policy**
- **Panel and Development of Standards**
- **Significant Changes**
- **Public Engagement Survey**
- **Next Steps & Questions**

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Legislation and Policy

2017: [House Bill 2845](#)/[HB 2023](#): Ethnic Studies

2018: [Senate Bill 664](#): Holocaust and Other Genocides

2021: [Senate Bill 513](#)/[Senate Bill 702](#): Strengthening Civics

2023: [House Bill 2905](#): Jewish Descent

2023: [Senate Bill 1050](#): Professional Learning for Social Science





Panel and Development of Standards

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Social Science Panel

- Lincoln County School District
- Hood River School District
- Marshfield High School
- David Douglas School District
- Oregon Online School
- Reynolds School District
- Beaverton School District
- Tigard School District
- Multnomah ESD
- Central Curry School District
- Centennial School District
- Baker Charter Schools
- Salem -Keizer School District
- Lake Oswego School District
- Canyon School District
- Dallas School District



- Springfield School District
- Glide School District
- Malheur ESD
- Portland Public Schools
- Corbett School District
- Eugene School District
- Bend- LaPine School District
- Greater Albany Public Schools
- McMinnville School District
- Grants Pass School District
- Gresham Barlow School District
- Hillsboro School District
- North Santiam School District
- Oregon Charter Academy
- Eagle Charter School

Development of Standards: Guiding Principles

- Cultivates a student's **critical thinking** skills
- Improves **reading comprehension** by increasing students' content knowledge
- Celebrates **diverse viewpoints**, recognizing the influence of identity on experience and perspectives
- Nurtures students' **social and emotional skills**, fostering empathy, collaboration, and responsible citizenship
- Imparts knowledge about the **origins, establishment, and fundamental tenets** of the United States as a democratic republic

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Social Science Engagements and Consultations

Internal ODE Engagement

- Office of Indian Education
- Education Innovation and Improvement
- Educator Advancement Council
- Equity, Diversity, and Inclusion
- Office of Director Civil Rights

Community

- ACLU
- C-Geo
- Lewis and Clark College
- Oregon State University
- Southern Oregon University
- Western Oregon University
- Portland State University
- Pacific University
- SB 702 Engagements

Engagements

- COSA Equity Leaders
- ODE Youth Engagement
- Center for Black Excellence
- Oregon Association of Student Council
- Civic Learning Project
- Next Up
- Oregon Historical Society
- Oregon Jewish Museum
- MESD

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Significant Changes

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Key Shifts: Changes & Additions

**Introduction
Added to
Standards**

Learning Concepts

New K-5 Standards

**Content Specific
Examples**

**Middle School
Flexibility**

Key Additions: Informed by Legislation

**Guidance for
Transformative Social
Emotional Learning**

New Civics Standards

**Incorporation of
Holocaust/Genocide
Learning Objectives**

**Integrated Tribal
History/Shared History
Lessons**

**Adjustments to
Financial Literacy
in High School**

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Example from Grade 1 History

History (1.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	1.H.CH.1	Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.	Examples include, but not limited to: <ul style="list-style-type: none"> • Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
	1.H.CH.2	Describe how individual and group characteristics are used to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	Examples include, but not limited to: <ul style="list-style-type: none"> • Stereotyping • Segregation and discrimination • Community pride • Celebrations • Inclusive policies • Cultural exchange
Cause and Effect (H.CE)	1.H.CE.3	Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.	Examples include, but not limited to: <ul style="list-style-type: none"> • Family tree • Photo album • Interviews

Concept Coherence

Grade 2

Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.

- Fairness
- Justice
- **Equality**
- **Equity**
- Restorative

Grade 3

Describe how individuals and groups in the local community and region have functioned as changemakers for **equity, equality,** and freedom against bias, discrimination, racism, and oppression.

Grade 4

Examine the consequences of **power and privilege** on issues associated with poverty, income, and wealth accumulation.

299

Tribal History Shared History

Grade 4

Utilize the [Social Science Tribal History Shared History](#) lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography.

Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States.

Grade 8

Utilize the grade 8 [Tribal History Shared History resources](#) and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler-colonialism.

Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.

Grade 10

Using the [Tribal History/Shared History](#) resources and other primary and secondary documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized tribal governments

Using the [Tribal History/Shared History resources](#) and other primary and secondary documents, examine the effect of state and federal actions and policies on Tribal populations

Inclusion of Holocaust Concepts

SB 664 Learning Concept

(d) Stimulate students' reflection on the **roles and responsibilities** of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration.

2024 Standard

Grade 3 Explain the differences between allies and bystanders exploring **how individuals can promote democratic values** such as liberty, equality, and justice. 301

Grade 5 Explain the **ideas and actions of individuals and groups resisting** enslavement, indigenous genocide, and denial of equality and justice with connections to present-day issues.



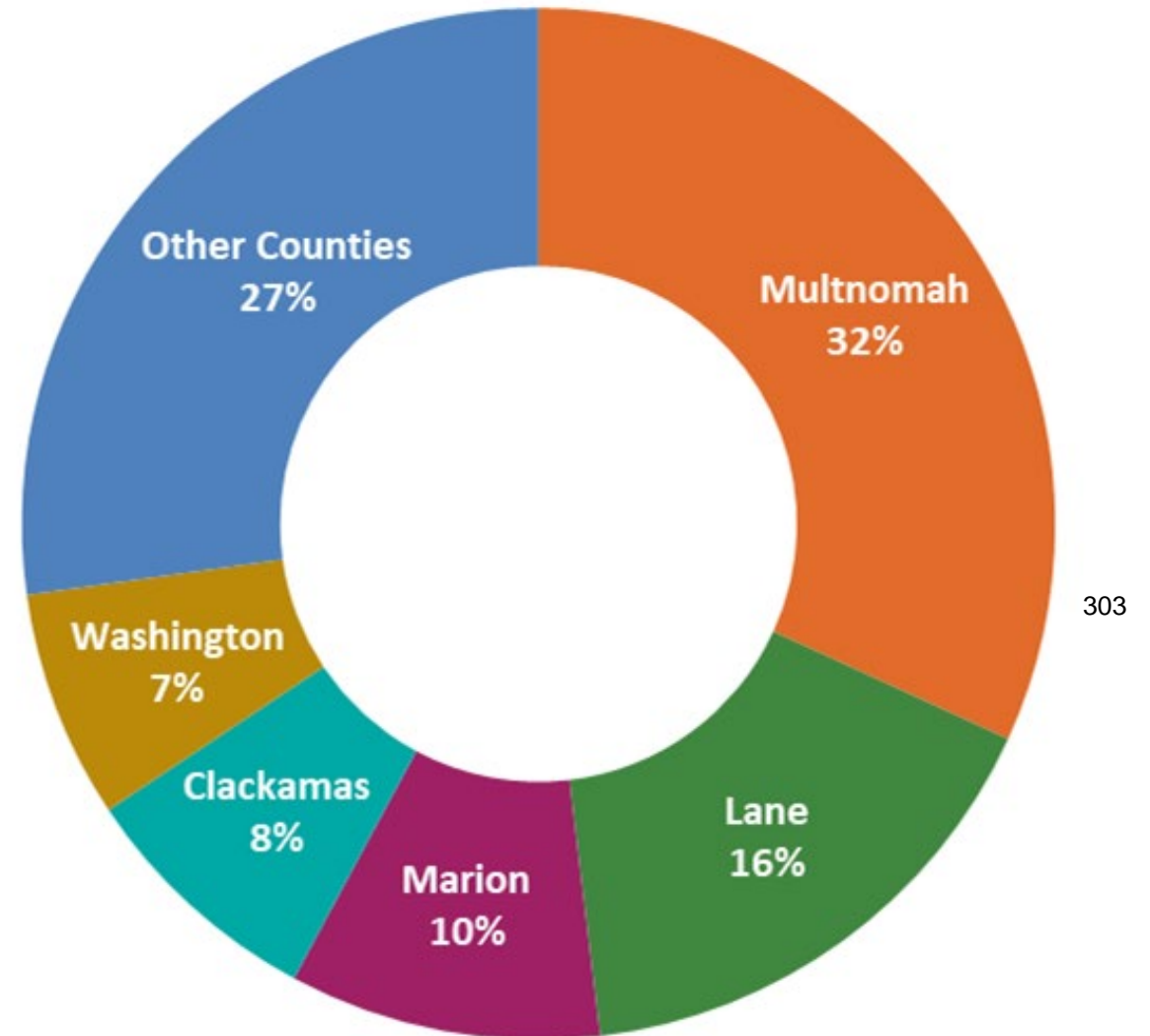
Public Engagement Survey

302

Location of Respondents

22/36 Counties

“Other counties” with less than 4% of respondents include: Douglas, Polk, Jackson, Yamhill, Linn, Curry, Deschutes, Jefferson, Lincoln, Tillamook, Umatilla, Baker, Benton, Clatsop, Coos, Josephine, and Malheur.



Public Engagement Feedback

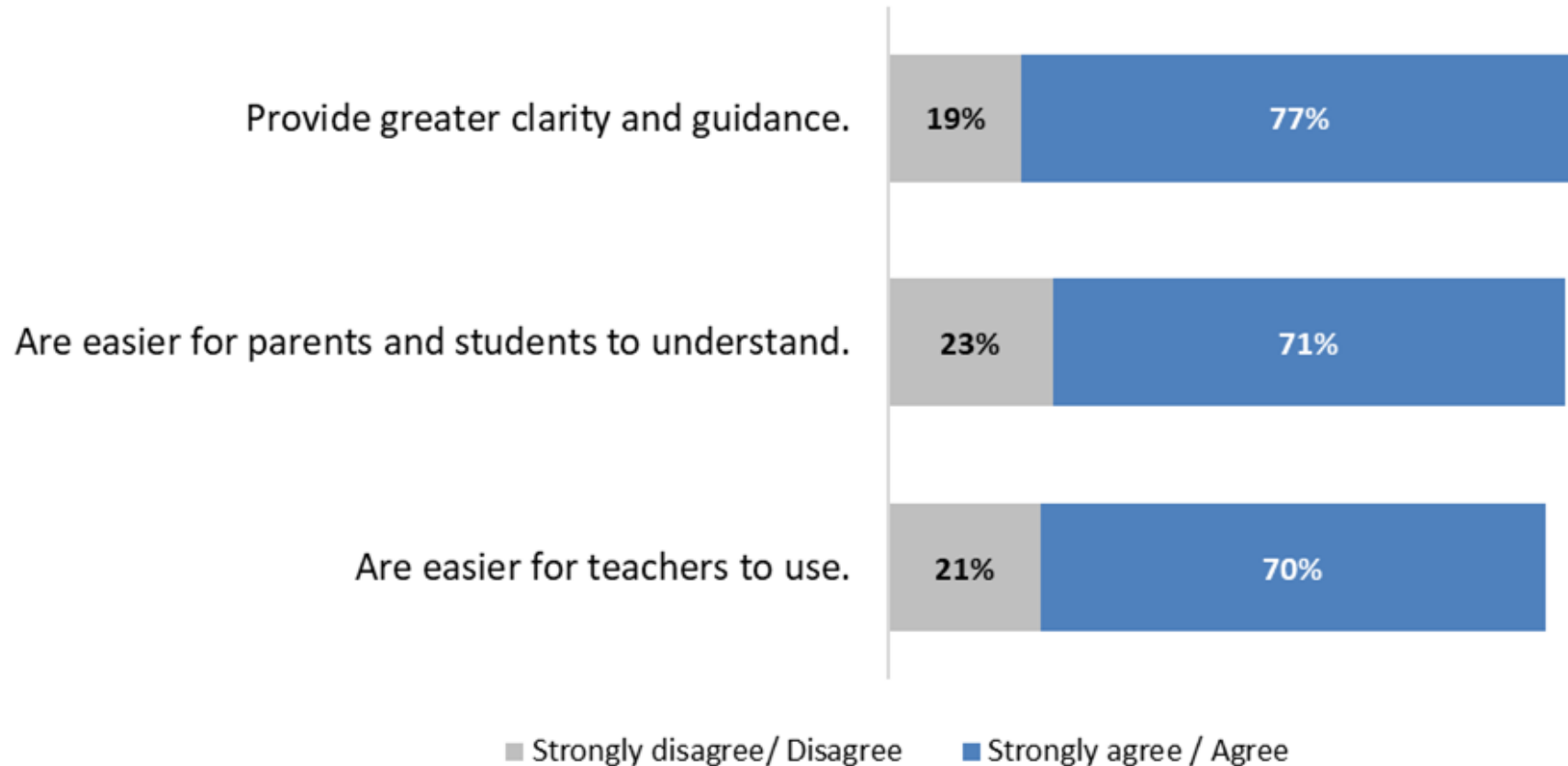
Survey items asked participants their opinion on the following areas:

- Overall improvement from previous standards
- Positive difference for students
- Ease of understanding and implementation
- Breadth and depth of content and skills
- Provide a strong foundations for specific social science domains

Respondents were also asked to give feedback on specific standards

304

Respondents agreed these standards are easier to understand and implement

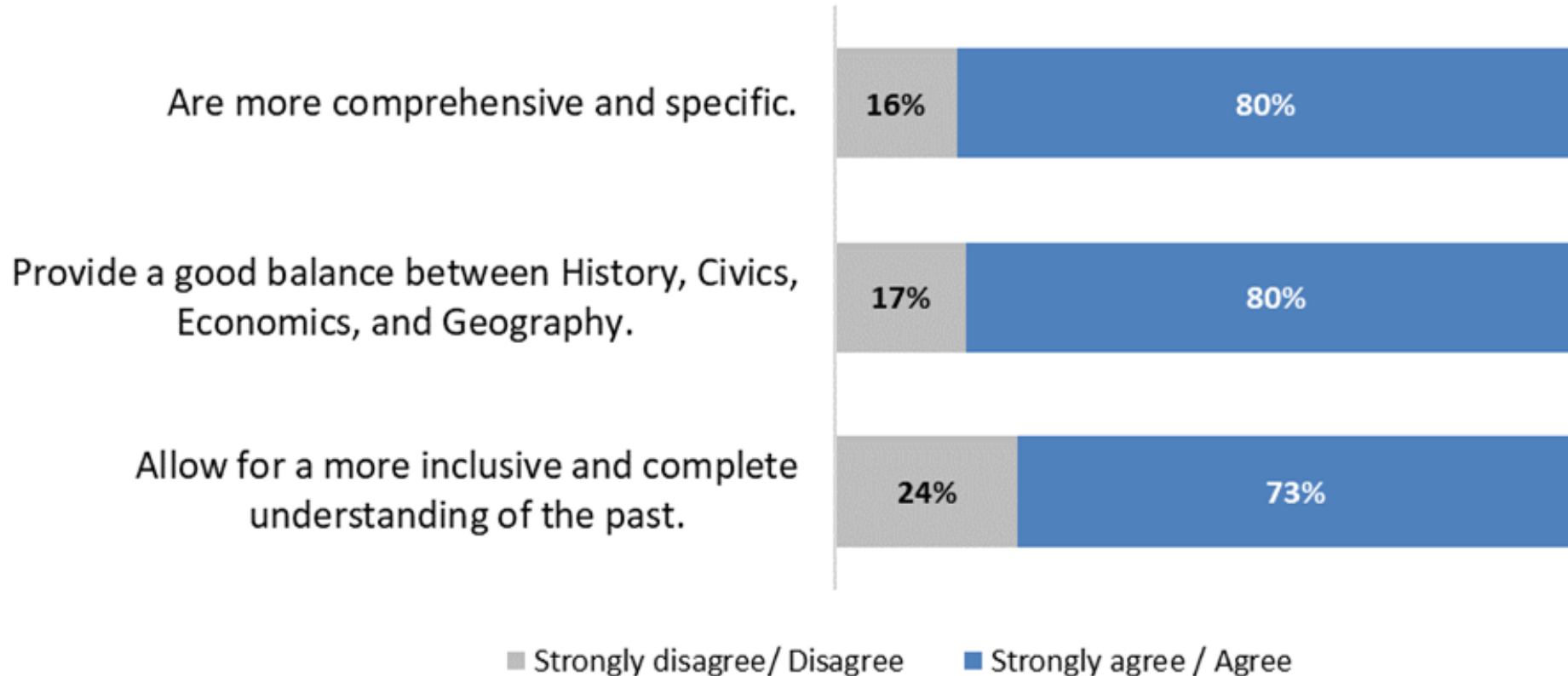


305

N = 1

Note: Total does not add up to 100% due to 'not applicable' responses

Respondents agreed standards comprehensive and balanced, inclusive and allow for a more complete understanding of the past



306

N = 154

Note: Total does not add up to 100% due to 'not applicable' responses

Oregon Department of Education

Respondents agreed the content standards provided a strong foundation for each social science domain

The civics standards provide a strong foundation for understanding the fundamentals of democracy.



The geography standards provide a strong foundation for understanding place and the relationship between humans and their surrounding environment.



The economics standards provide a strong foundation for understanding the role of individuals, business, and governments in the function of markets.



The history standards provide a strong foundation for examining the past to better understand the world today.



The essential social science skills and practices provide a strong foundation for building and reinforcing critical thinking, analysis, and an appreciation of multiple perspectives.



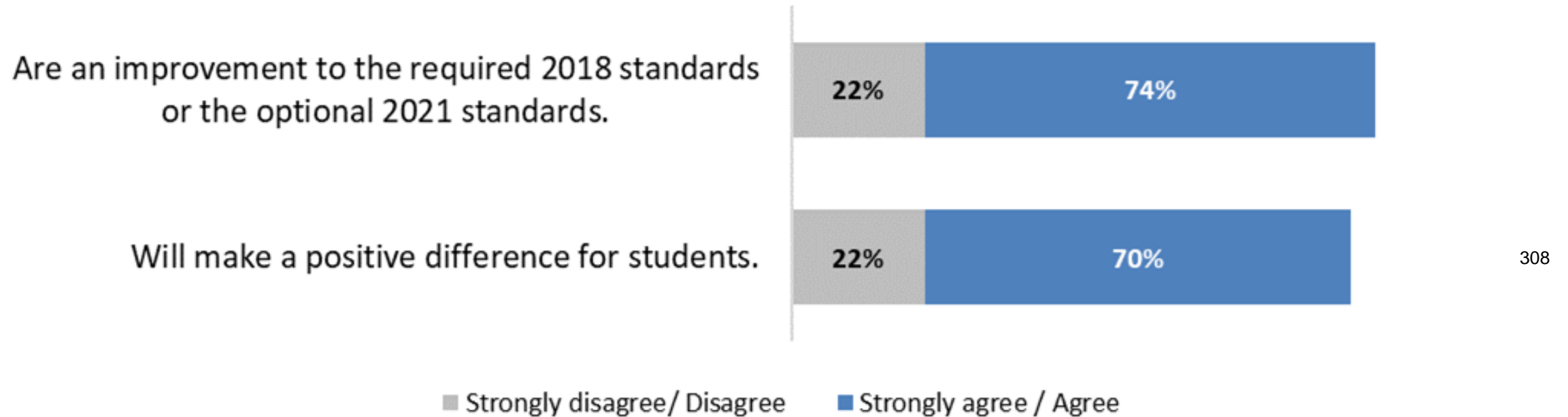
■ Strongly disagree / Disagree ■ Strongly Agree / Agree

N = 152

Note: Total does not add up to 100% due to 'not applicable' responses

307

Respondents agree the new standards are an overall improvement and will make a positive difference for students



N = 154

Note: Total does not add up to 100% due to 'not applicable' responses

Feedback Themes: Clear and Inclusive

Clarity and Specific Examples

“They include specific examples and cover a lot of material.”

- Middle School Educator

“I like that they are more specific, better organized, and that we have examples of topics to cover to meet that standard. I also like that Native curriculum is more prevalent in all domains.”

- High School Educator

Inclusiveness and Representation

“I like that they specifically push teachers to teach about the experiences of people who are not White.”

- High School Educator

“[I appreciated the] history and perspectives of people of color, representation in the curriculum that isn't just slavery/oppression.”

- Community Member

Feedback Themes: Implementation

“I like that they are user friendly for any member of the community to read and understand. I like that a new teacher would be able to also have an idea of what to teach when reading the standards.”

- Middle School educator

“Overall, these are a strong step forward, But I fear school districts will avoid teaching well rounded histories and multiple voices.”

- Middle School Educator

“There should be regional input.”

- Parent/Caregiver

“Includes topics that do not match our values.”

- K-12 Administrator

“We are not allowed any time to teach social studies.”

- Elementary School Educator

“There are so many standards that they almost become meaningless and/or near impossible for a teacher to genuinely assess each student's growth in every relevant standard for a class.”

- High School Educator

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Revisions Made After Feedback



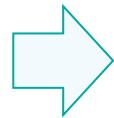
ODE convened an internal workgroup to analyze, process, and incorporate feedback from public comment and other engagement opportunities.

- Examples added for each standard
- Increased emphasis on primary documents
- Adjustments to standards and examples

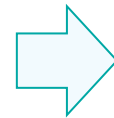
311

Next Steps: Social Science Standards

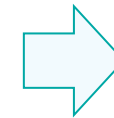
ODE will incorporate feedback from Board and revise guidance to the standards



Second read of the standards at the June 2024 Board meeting



ODE will develop supplemental guidance and learning opportunities for districts



All school districts will implement the Social Science Standards for 2026-2027 school year

Questions

[Alexa Pearson](#) Director
Standards and Instructional
Supports

[Amit Kobrowski](#) Social Science
Specialist

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2024 Oregon DRAFT Social Science Standards

[K-12 Social Science Public Draft Version](#)

Standards Version 8.0

Version Update: May 14, 2024

I. Changes for 2024

The 2024 Oregon's Social Science Standards include several notable differences compared to the 2018 or 2021 versions. The changes reflect insights gained from educators, a review of standards from other states, and recent legislative mandates necessitating the inclusion of new topics such as civics, ethnic studies, the Holocaust, and other genocides. The overarching objective is to provide educators and students with a more nuanced and relevant educational framework tailored to instill active citizenship and foster a deeper comprehension of our interconnected global landscape.

II. Social Science Domain Concepts

The social science standards include four main content domains: civics, geography, economics, and history. Each of these domains are divided into four concepts helping students understand the main themes and ideas of each domain. The social science standards also include Essential Social Science Skills and Practices relevant to all grade levels and domains. The Essential Social Science Practices encompass the knowledge, skills, and dispositions for active engagement in a pluralistic democracy.

The disciplinary skills, often used by historians, political scientists, economists, and geographers, empower students to interrogate and understand their world. Designed for integration with the Content Standards, the seven practices include the processes of inquiry and research integral to a rich and robust social science curriculum and the foundation for active and responsible participation in the community. When applied with increasing sophistication at each grade level, these skills and practices support student learning throughout K-12 Social Science.

As with all the Oregon Social Science Standards, these skills and practices require students to engage with multiple voices, perspectives, contributions, and histories, including those underrepresented in traditional texts and approaches to social science.

Domains

Domain 1: Civics (C)

Concepts	Title
C.PI	Political Institutions
C.IR	Identity, Roles, Responsibilities
C.DP	Democratic Principles
C.CE	Civic Engagement

Domain 2: Geography (G)

Concepts	Title
G.GR	Geographic Reasoning
G.MM	Migration and Movement
G.HI	Human Interaction and Interconnections
G.HE	Human Environmental Interaction

Domain 3: Economics (E)

Concepts	Title
E.ES	Earning, Saving, and Spending
E.MI	Micro and Macro Economics
E.IC	Incentives, Choice, and Consumer Behavior
E.ST	Specialization, Trade, Interdependence

Domain 4: History (H)

Concepts	Title
H.CH	Continuity and Change
H.CC	Conflict and Cooperation
H.CE	Cause and Effect
H.CP	Communities and Pluralism

III. Essential Social Science Skills and Practices

The social science skills and practices, paired with the content standards, empower students to become informed and engaged citizens in a pluralistic democracy. In the early elementary years, students learn to ask questions, analyze information, and understand diverse perspectives. As they progress through each grade level, these skills deepen and become more sophisticated, allowing students to engage critically with complex social, historical, and cultural issues.

The skill and content standards encourage students to appreciate cause-and-effect relationships, develop inquiry skills, and critically analyze complex issues to make informed decisions. Global awareness and cultural competence prepare students to engage effectively with diverse perspectives and offer an analysis of multiple points of view. An empathetic approach to an honest and deep exploration of the gaps between aspirational goals and the lived realities of US and World History allows students to explore social injustices and advocate for fairness in society.

These standards also introduce media literacy skills to encourage students to critically evaluate media messages and engage responsibly in the digital age. Together, these skills provide students with the tools needed to navigate an interconnected world and contribute positively to their communities.

Standard	Text
EP.1	Demonstrate civic knowledge, skills, and dispositions required for a healthy pluralistic democracy.
EP.2	Understand cause-and-effect relationships and the drivers of change in human history.
EP.3	Utilize primary and secondary sources to develop questions for inquiry.
EP.4	Identify and analyze multiple points of view, on past and current events distinguishing between fact and opinion.
EP.5	Evaluate and assess how discrimination, racism, and inequality shape historical narratives, individual perspectives, intersecting identities, and an understanding of the past and present.
EP.6	Cultivate global awareness and cultural competence to understand the interconnectedness of the world and engage effectively with diverse cultures and perspectives.
EP.7	Identify, organize, assess, and appropriately use information from multiple sources.
EP.8	Demonstrate empathy for multiple experiences and perspectives in evaluating civic actions seeking justice, fairness, and empathy.
EP.9	Construct explanations, arguments, and solutions using reasoning, logical sequencing, examples, and details with relevant information and data.
EP.10	Practice media literacy skills to critically analyze, evaluate, and responsibly engage with various forms of media in the context of social science education.

Essential Social Science Skills and Practices Grade Level Focus

Standard	K	1	2	3	4	5	6/7	8	HS
EP.1	X	X	X	X	X	X	X	X	X
EP.2	X	X	X	X	X	X	X	X	X
EP.3	X	X	X	X	X	X	X	X	X
EP.4	X	X	X	X	X	X	X	X	X
EP.5	X	X	X	X	X	X	X	X	X
EP.6		X	X	X	X	X	X	X	X
EP.7					X	X	X	X	X
EP.8					X	X	X	X	X
EP.9							X	X	X
EP.10							X	X	X

IV. Transformative SEL and Social Science Instruction

Oregon’s [Transformative Social Emotional Learning Framework and Standards](#) offer essential guidance in helping districts and classroom educators establish caring, nurturing, and active social science learning environments. For social and emotional learning to be transformative, the practices and approaches require setting the conditions for nurturing and attending to personal and collective well-being during social science learning. It includes:

- Culturally responsive practices that affirm and honor students’ ways of being, skill development in understanding cultural differences, and honoring students’ unique strengths, perspectives, and contributions.
- Systemic approaches that consider the role and impact of the broader society and the learning environment on students’ behavior and how this impacts the ways students view themselves.
- Providing students with opportunities to reflect upon and understand the root cause of emotions related to our biases, stereotypes, prejudices, and discrimination.
- Nurturing student agency and voice (including non-verbal ways to communicate) as necessary parts of the educational process, supporting students to take actions that challenge and change systems.

V. Inclusive Social Science: Expanding the Narrative

Throughout the K-12 standards, students investigate how laws, policies, and other social interactions are often shaped by gender, race, ethnicity, sexual orientation, religion, class, and disability.

When applicable, teachers should include culturally relevant examples of the histories, contributions, and perspectives of traditionally underrepresented individuals and groups, including individuals who are American Indian/Alaska Native/Native Hawaiian, Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, immigrants, or refugees, of various religious identities, lesbian, gay, bisexual, transgender, and other traditionally underrepresented groups.

Throughout the standards, the phrase “traditionally underrepresented groups/individuals” includes the above groups and reflects the legislative requirement of [ORS 329.045](#) and [OAR 581-022-2000](#). The term underrepresented refers to the absence of the history, contributions, and perspectives of individuals and groups in the traditional approach to social science standards and within the typical social science textbook.

VI. Oregon Social Science Grade Level Standards

Kindergarten Standards

Civics (K.C)

Concept	Standard	Text	Example
Political Institutions	K.C.PI.1	Explain the goals and purpose of public school.	Examples include, but not limited to: <ul style="list-style-type: none"> • Meeting friends • Shared Experience • Creating Community • Cooperation • Learning
Identity, Roles, Responsibilities	K.C.IR.2	Recognize and develop an understanding of the components of a person’s identity including race, gender, family, ethnicity, culture, religion, and ability.	Examples include, but not limited to: <ul style="list-style-type: none"> • Individuals with diverse backgrounds and abilities • Different family structures • Cultural traditions and holidays
	K.C.IR.3	Identify the social skills necessary for healthy and respectful dialogue and relationships.	Examples include, but not limited to: <ul style="list-style-type: none"> • Following classroom rules • Active listening • Respect for diversity • Kindness • Cooperation • Apologies to repair relationships
Democratic Principles	K.C.DP.4	Explain how words and actions affect others and explore what causes people to act in caring or hurtful ways.	Examples include, but not limited to: <ul style="list-style-type: none"> • Classroom community • Celebrating together • Identify emotions

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Concept	Standard	Text	Example
	K.C.DP.5	Recognize holidays as special days that may celebrate democratic values, have religious significance, and recognize noteworthy events or people in history.	Examples include, but not limited to: <ul style="list-style-type: none"> • Martin Luther King Day • President’s Day • Memorial Day • Juneteenth • Independence Day • Labor Day • Indigenous Peoples Day • Veteran’s Day • Native American Heritage Day • Thanksgiving
Civic Engagement	K.C.CE.6	Explain and demonstrate how rules can reduce conflict, address unfairness, and promote fairness in different settings and cultures.	Examples include, but not limited to: <ul style="list-style-type: none"> • Taking turns • Transitioning to next activity • Raising your hand

Geography (K.G)

Concept	Standard	Text	Example
Geographic Reasoning	K.G.GR.1	Identify, compare, and contrast pictures, maps, and globes.	Examples include, but not limited to: <ul style="list-style-type: none"> • Portraits and landscapes • Black and White vs. Color • Physical maps and raised relief globes
	K.G.GR.2	Create a representation of where you live, work, and play.	Examples include, but not limited to: <ul style="list-style-type: none"> • Drawings • Maps • Collages
	K.G.GR.2	Use terms related to location, direction, and distance.	Examples include, but not limited to: <ul style="list-style-type: none"> • Over/under • Here/there • Left/right • Above/below • Forward/backward • In between

Concept	Standard	Text	Example
Migration and Movement	K.G.MM.4	Identify the migration stories of people to and within the local community/neighborhood.	Examples include, but not limited to: <ul style="list-style-type: none"> • From other countries • From other states • From other towns
	K.G.MM.5	Use maps to locate, identify, and describe places of importance to self, family, school, and culture.	Examples include, but not limited to: <ul style="list-style-type: none"> • Home address • School, parks, shopping areas, etc.
Human Interaction and Interconnection	K.G.HI.6	Compare and contrast the diverse aspects of culture represented in the community, such as individuals, events, songs, symbols, and community celebrations.	Examples include, but not limited to: <ul style="list-style-type: none"> • Classroom Communities • School Communities • Local Communities
	K.G.HI.7	Identify and begin to understand ways humans interact with their environment	Examples include, but not limited to: <ul style="list-style-type: none"> • Gardening or farming • Hunting or fishing • Clearing land or damming rivers • Designing towns and cities
	K.G.HI.8	Explain the influence of seasonal change on human activities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Planting and harvesting • Outdoor sports • Clothing to wear

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Economics (K.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending	K.E.ES.1	Identify denominations of US money and explain how money is used.	Examples include, but not limited to: <ul style="list-style-type: none"> • Coins and paper money • Buying and Saving • Taxes

	K.E.ES.2	Give examples of different jobs and volunteer positions in communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Teacher • Crossing guard • Librarian • Mail Carrier
Incentives, Choice, and Consumer Behavior	K.E.IC.3	Provide examples of goods and services people purchase with the money they earn.	Examples include, but not limited to: <ul style="list-style-type: none"> • Food • Clothing • Healthcare

History (K.H)

Concept		Text	Example
Continuity and Change	K.H.CH.1	Recognize that events happen in sequential order.	Examples include, but not limited to: <ul style="list-style-type: none"> • First, next, last • Now, then, before, long-ago, after • Past, present, today, tomorrow, yesterday, next week, last week, next month, etc.
Conflict and Cooperation	K.H.CC.2	Identify examples in stories and biographies of unfairness or injustice towards individuals or groups, and the changemakers working to make the world more just and fairer.	Examples include, but not limited to: <ul style="list-style-type: none"> • Individuals from national and state history • Characters in books and stories • Community members
Cause and Effect	K.H.CE.3	Explain the cause and effect of an event in a community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Community days • Harvest time • Parades
Communities and Pluralism	K.H.CP.4	Compare traditions and celebrations of people with diverse cultural backgrounds within a community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Birthdays • Family Meals • Religious or cultural celebrations

Grade 1 Standards

Civics (1.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	1.C.PI.1	Explain the purpose of local government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Public schools & parks • Public libraries • Roads and Highways • Local government such as town councils or school boards • Public transportation
Identity, Roles, Responsibilities (C.IR)	1.C.IR.2	Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, monuments, figures, and celebrations of the community and the diverse social and ethnic groups in Oregon and the United States of America.	Examples include, but not limited to: <ul style="list-style-type: none"> • US and Oregon Flags • Historic Individuals • Bald Eagle and Beaver • Statue of Liberty
	1.C.IR.3	Discuss the benefits, expectations, and responsibilities of belonging to various types of groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • Family • Classroom • School • Neighborhoods, town, city, state, country • Teams and Clubs • Congregation
Democratic Principles (C.DP)	1.C.DP.4	Define important concepts and values of civic life including.	Examples include, but not limited to: <ul style="list-style-type: none"> • Fairness and Unfairness • Equality and Equity • Inclusion and Exclusion • Rights and Responsibilities • Harm and Repair

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Concept	Standard	Text	Example
Civic Engagement (C.CE)	1.C.CE.5	Identify rules and describe the responsibilities of leaders and team members when participating in rule making and group activities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Listening • Helping • Organizing • Setting an example • Including everyone

Geography (1.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	1.G.GR.1	Identify and construct maps representing familiar places utilizing information from legends and keys.	Examples include, but not limited to: <ul style="list-style-type: none"> • Scale • Cardinal directions • Symbols • Colors
	1.G.GR.2	Locate and identify important locations in the community.	Examples include, but not limited to: <ul style="list-style-type: none"> • School • Library • Fire department • Cultural places
	1.G.GR.3	Locate and explain that a capital city is the center of government for a state or nation.	Examples include, but not limited to: <ul style="list-style-type: none"> • Absolute location • Relative location
Migration and Movement (G.MM)	1.G.MM.4	Explain why and how people move to and within communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • From other countries • From other states • From other cities
Human Interaction and Interconnection (G.HI)	1.G.HI.5	Demonstrate understanding that people from various parts of the world can have diverse ways of living, customs, and languages and all deserve respect.	Examples include, but not limited to: <ul style="list-style-type: none"> • Family structures • Holidays • Foods

Concept	Standard	Text	Example
Human Environmental Interaction (G.HE)	1.G.HE.6	Provide examples of local natural resources and describe how people use them.	Examples include, but not limited to: <ul style="list-style-type: none"> • Farming • Hunting • Agriculture • Water
	1.G.HE.7	Describe ways people modify their environment.	Examples include, but not limited to: <ul style="list-style-type: none"> • Farming and cultivating • Building homes and schools • Road construction • Cleaning up pollution

Economics (1.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	1.E.ES.1	Identify sources of income.	Examples include, but not limited to: <ul style="list-style-type: none"> • Gifts • Borrowing • Work wages • Government assistance
	1.E.ES.2	Identify choices and decisions for various uses of money.	Examples include, but not limited to: <ul style="list-style-type: none"> • Saving • Spending • Contributing
Incentives, Choice, and Consumer Behavior (E.IC)	1.E.IC.3	Explain the difference between a need and a want.	Examples include, but not limited to: <ul style="list-style-type: none"> • Food • Water • Clothing • Shelter • Treats • Toys
Micro and Macro (E.MI)	1.E.MI.4	Describe how people are buyers (consumers) and sellers (producers).	Examples include, but not limited to: <ul style="list-style-type: none"> • Grocery stores/farmers markets • Lemonade stands • Book stores/authors

Concept	Standard	Text	Example
	1.E.MI.5	Identify, provide examples of, and distinguish places in communities that provide goods and services.	Examples include, but not limited to: <ul style="list-style-type: none"> • Grocery store • Dr. Office • Hardware store • Restaurant • School
Specialization, Trade, Interdependence (E.ST)	1.E.ST.6	Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	Examples include, but not limited to: <ul style="list-style-type: none"> • Creating a product with locally available resources • Trading goods between regions • Offering a service

History (1.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	1.H.CH.1	Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.	Examples include, but not limited to: <ul style="list-style-type: none"> • Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
	1.H.CH.2	Describe how individual and group characteristics are used to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	Examples include, but not limited to: <ul style="list-style-type: none"> • Stereotyping • Segregation and discrimination • Community pride • Celebrations • Inclusive policies • Cultural exchange
Cause and Effect (H.CE)	1.H.CE.3	Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.	Examples include, but not limited to: <ul style="list-style-type: none"> • Family tree • Photo album • Interviews
Communities and Pluralism (H.CP)	1.H.CP.4	Examine and understand self-identity and how it fits with the identities of the family, school, and the local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Age • Interests • Cultural background

Concept	Standard	Text	Example
	1.H.CP.5	Identify and explain various viewpoints, including those from historically marginalized or underrepresented groups and individuals within our community, regarding local matters.	Examples include, but not limited to: <ul style="list-style-type: none"> • Community gardens/land use • Environmentalism • Health and safety

Grade 2 Standards

Civics (2.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	2.C.PI.1	Identify local education and civic leaders and describe their role and responsibilities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Teacher • Principal • Superintendent • School Board • Mayor • Council person • Governor
	2.C.PI.2	Explain how political leaders are chosen through voting and democratic elections	Examples include, but not limited to: <ul style="list-style-type: none"> • Campaigns (speeches & advertising) • Platform/promises • Secret ballot • “Majority rules”
Identity, Roles, Responsibilities (C.IR)	2.C.IR.3	Describe and analyze various ways students can affect their local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Community gardens • Environmental conservation • Attending community events • Talking about community issues
	2.C.IR.4	Explain that all people born in the United States are citizens, some people become citizens after moving to the United States from another country, and that all residents of the United States are members of the community with rights and responsibilities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Right to education • Civil Rights • Obeying the laws • Paying taxes • Contributing positively to the community
Democratic Principles (C.DP)	2.C.DP.5	Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Fairness • Justice • Equality • Equity • Restorative

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Concept	Standard	Text	Example
Civic Engagement (C.CE)	2.C.CE.6	Compare the personal point of view with others’ perspectives when participating in rule setting and addressing disagreements over issues of fairness or injustice.	Examples include, but not limited to: <ul style="list-style-type: none"> • Listening • Helping • Organizing • Setting an example • Including everyone

Geography (2.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	2.G.GR.1	Use the information on maps and other geographic tools to locate, identify, and describe the physical and human features of the community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Map Title or Heading • Legend or Key • Scale • Grid • Cardinal and ordinal directions • Color • Topography
	2.G.GR.2	Utilize maps and globes to investigate and identify the world’s physical geography.	Examples include, but not limited to: <ul style="list-style-type: none"> • Oceans • Continents • Mountains • Rivers
	2.G.GR.3	Utilize maps and globes to investigate and identify the world’s political geography.	Examples include, but not limited to: <ul style="list-style-type: none"> • Local towns and cities • State and National capitals • State borders • Major cities
Migration and Movement (G.MM)	2.G.MM.4	Investigate the causes of regional and global migration.	Examples include, but not limited to: <ul style="list-style-type: none"> • Economic opportunity • Security • Natural disaster
Human Interaction and Interconnection (G.HI)	2.G.HI.5	Explain how factors such as race, culture, religion, gender, indigeneity, and socioeconomic status contribute to identity.	Examples include, but not limited to: <ul style="list-style-type: none"> • Holidays celebrated • Languages used • Resilience • Religious/spiritual associations

Concept	Standard	Text	Example
	2.G.HI.6	Examine the group identities in a community and describe how a diversity of cultural elements can enrich it.	Examples include, but not limited to: <ul style="list-style-type: none"> • Language • Literature • Arts • Religion • Traditions • Customs
	2.G.HI.7	Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations.	Examples include, but not limited to: <ul style="list-style-type: none"> • Individuals • Classroom Communities • Local Communities • State Communities
Human Environmental Interaction (G.HE)	2.G.HE.8	Explain and describe how humans either adapt to, or change, the environment to meet their needs for survival and living and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.	Examples include, but not limited to: <ul style="list-style-type: none"> • Horticulture • Agriculture • Hunting • Domesticating animals • Natural or human made shelter

Economics (2.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	2.E.ES.1	Explain why people save money and the various saving methods, such as saving at home or in a bank account, to help reach both short and long-term financial goals.	Examples include, but not limited to: <ul style="list-style-type: none"> • An expensive purchase • A “rainy day” • A special treat • A significant event
	2.E.ES.2	Explain why employers pay people for their work.	Examples include, but not limited to: <ul style="list-style-type: none"> • Recognition and reward • Incentive and motivation • Fairness and equity
Micro and Macro Economics (E.MI)	2.E.MI.3	Describe how examples of capital, human, and natural resources are related to goods and services.	Examples include, but not limited to: <ul style="list-style-type: none"> • Machinery and factories • Labor, skills, and knowledge • Renewable and non-renewable resource
	2.E.MI.4	Provide examples of exchanges between buyers (consumers) and sellers (producers) in the community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cafeteria • Grocery store • Book fair • Garage sale
Incentives, Choice, and Consumer Behavior (E.IC)	2.E.IC.5	Give examples of choices people make about buying goods and services	Examples include, but not limited to: <ul style="list-style-type: none"> • Purchasing groceries or eating at a restaurant • Growing and harvesting from a garden • Books or video games • Toys or Candy
Specialization, Trade, Interdependence (E.ST)	2.E.ST.6	Explain why people specialize in producing goods and services.	Examples include, but not limited to: <ul style="list-style-type: none"> • Creating a product with locally available resources • Trading goods between regions • Offering a service

Concept	Standard	Text	Example
	2.E.ST.7	Identify resources as renewable and non-renewable.	Examples include, but not limited to: <ul style="list-style-type: none"> • Renewable: Forests, crops, wind, solar • Nonrenewable: Oil, natural gas, minerals

History (2.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	2.H.CH.1	Use chronological time to distinguish between events that happened in the recent and distant past.	Examples include, but not limited to: <ul style="list-style-type: none"> • Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
	2.H.CH.2	Develop and analyze a timeline of events in the history of the local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Local Tribal affiliation • Settler arrival • Founding of town • First school constructed
Cause and Effect (H.CE)	2.H.CE.3	Conduct interviews with family members, neighbors, friends, or school staff to discover and document where their families came from, inclusive of adoptive, blended, foster, and other forms of family, and how and why they moved to where they now live, and when and why their families came to Oregon.	Examples include, but not limited to: <ul style="list-style-type: none"> • Since time immemorial • Recent immigration to Oregon • Generational presence in Oregon • Push and pull factors in moving to Oregon
Conflict and Cooperation (H.CC)	2.H.CC.4	Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal sovereignty • Expanding civil rights • Removing barriers to equality

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Concept	Standard	Text	Example
Communities and Pluralism (H.CP)	2.H.CP.5	Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Histories and contributions from the nearest federally recognized Tribe • Groups identified in Section III of this guide
	2.H.CP.6	Identify and describe community celebrations, landmarks, and symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.	Examples include, but not limited to: <ul style="list-style-type: none"> • National or state holiday celebration • Cultural celebrations • Religious celebrations and symbols

Grade 3 Standards

Civics (3.C)

Concept	Standard	Text	Example	
Political Institutions (C.PI)	3.C.PI.1	Identify state offices, leaders, and their functions.	Examples include, but not limited to: <ul style="list-style-type: none"> • Governor • House Minority Leader • Speaker of the House • Secretary of State • Secretary of Treasury • State Representative • State Senator 	
	Identity, Roles, Responsibilities (C.IR)	3.C.IR.2	Explain the differences between allies and bystanders exploring how individuals can promote democratic values such as liberty, equality, and justice when they see someone targeted for who they are.	Examples include, but not limited to: <ul style="list-style-type: none"> • Teasing or bullying in school • Excluding someone on the playground • Historical examples from classroom biographies
		3.C.IR.3	Recognize that people's identities and individual experiences can lead to different interpretations of situations and events.	Examples include, but not limited to: <ul style="list-style-type: none"> • Historical events • Current events • Social interactions • Literary characters • Family traditions
		3.C.IR.4	Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	Examples include, but not limited to: <ul style="list-style-type: none"> • Volunteer opportunities • Community gardens • Environmental conservation • Attending community events • Service projects
	3.C.IR.5	Describe the responsibilities of people in their community and state.	Examples include, but not limited to: <ul style="list-style-type: none"> • Helping others • Neighborhood upkeep • Following rules • Learning 	

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Concept	Standard	Text	Example
Democratic Principles (C.DP)	3.C.DP.6	Explain the democratic principle of a smaller voting group (the minority) having rights that the larger voting group (the majority) cannot take away.	Understanding how democracy balances the idea of majority rule with protected rights for individuals.
Civic Engagement (C.CE)	3.C.CE.7	Identify a local public issue and describe ways individuals and groups can engage with decision-makers to make a difference in the civic life of their communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Letters and emails • Petition • Attend public meeting

Geography (3.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	3.G.GR.1	Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal language maps • River systems • State boundaries • Resource map • Immigration/migration patterns
	3.G.GR.2	Use lines of latitude and longitude on multiple types of maps, globes, and images to locate and describe Tribal lands, environmental regions, and counties of Oregon and the greater Pacific Northwest.	Examples include, but not limited to: <ul style="list-style-type: none"> • River systems • Urban and rural districts • Economic zones • Mountains and volcanoes
Migration and Movement (G.MM)	3.G.MM.3	Evaluate multiple theories on the populating and human movement in North and South America using archaeological evidence for the origins of people in North America, including in the Pacific Northwest.	Examples include, but not limited to: <ul style="list-style-type: none"> • Rimrock Draw Rock shelter • Paisley Caves • Cooper’s Ferry • Fort Rock Crater
	3.G.MM.4	Investigate the causes behind global migration, distinguishing between voluntary relocation and forced displacement.	Examples include, but not limited to: <ul style="list-style-type: none"> • Environmental displacement • Economic opportunities • Political asylum • War refugees

Concept	Standard	Text	Example
Human Interaction and Interconnection (G.HI)	3.G.HI.5	Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations of community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Individuals • Classroom Communities • Local Communities • State Communities
	3.G.HE.6	Describe and compare how the physical and human geography of different Oregon regions affects the attributes of local communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Oregon Coast • Willamette Valley • Rogue Valley • Cascade Range • Klamath Mountains • Deschutes-Columbia Plateau • High Desert • Blue Mountains
	3.G.HE.7	Identify and analyze Oregon’s natural resources and describe how people in Oregon and other parts of the world use them.	Examples include, but not limited to: <ul style="list-style-type: none"> • Timber • Fisheries • Agriculture

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Economics (3.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	3.E.ES.1	Consider the effect of individual financial decisions on personal, community, regional, and world resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Personal budgeting • Investment and growth • Consumption and environmental impact
	3.E.ES.2	Explain the purpose of taxes in supporting examples of public goods.	Examples include, but not limited to: <ul style="list-style-type: none"> • Fire protection • Police • Public libraries • Schools • Parks

Concept	Standard	Text	Example
Micro and Macro Economics (E.MI)	3.E.MI.3	Identify the relationship between supply and demand in setting the price of goods and services in the marketplace.	Examples include, but not limited to: <ul style="list-style-type: none"> • Lemonade-stands • Concert tickets • Farmers market • Technology
	3.E.MI.4	Analyze the effect of government and business decisions on personal and community resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Government regulations • Manufacturing process • Sustainable practices
Incentives, Choice, and Consumer Behavior (E.IC)	3.E.IC.5	Explain the role of advertising and peer pressure in decision-making.	Examples include, but not limited to: <ul style="list-style-type: none"> • Choosing snacks • Picking toys • Playing games/apps • Group activity
	3.E.IC.6	Explain opportunity cost and how it influences buying decisions.	Opportunity cost is the trade-off, such as choosing to stay inside and read a book instead of going to play outside. The time not spent playing outside is the opportunity cost of staying inside to read a book.
Specialization, Trade, Interdependence (E.ST)	3.E.ST.7	Investigate examples of specialization and economic interdependence in the local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • A baker and a butcher • A fisher and farmer • A car mechanic and a teacher
	3.E.ST.8	With prompting and support, ask and answer questions about buying, selling, or trading something and explain how people make choices about the things they need and want.	Examples include, but not limited to: <ul style="list-style-type: none"> • Price comparison • Quality comparison • Prioritizing purchases

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History (3.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	3.H.CH.1	Use primary and secondary resources, including conducting interviews, to research the history of the local community or region.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal history and presence • Historical figures and places • Archival Newspapers • Local museums • Journals, oral histories, music • Political cartoons, photos, maps
	3.H.CH.2	Create a timeline of significant events to better understand the historical and contemporary events of the local community or region.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal history and presence • Establishment of agriculture or industry • Current issue with historic connection
Conflict and Cooperation (H.CC)	3.H.CC.3	Describe how individuals and groups in the local community and region have functioned as changemakers for equity, equality, and freedom against bias, discrimination, racism, and oppression.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal sovereignty • Expanding civil rights • Removing barriers to equity and equality
Cause and Effect (H.CE)	3.H.CE.4	Describe how the inclusion or exclusion of individuals, social and ethnic groups, has shaped events and development of the local community and region.	Examples include, but not limited to: <ul style="list-style-type: none"> • Oregon’s Black Exclusionary Law • Limitations on Land Ownership • Taxes on Black, Asian, and people of multiple races • Sundown laws • Forced Tribal removal and resettlement
Communities and Pluralism (H.CP)	3.H.CP.5	Identify what individuals and families bring with them when they move to a different place.	Examples include, but not limited to: <ul style="list-style-type: none"> • Memories • Cultural traits • Goods • Ideas • Language and ways of communicating
	3.H.CP.6	Describe how the identity of the local community shaped its history and compare it to other communities in the region.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal presence • Immigrant cultures • Rural or urban setting

Concept	Standard	Text	Example
			<ul style="list-style-type: none"> Locally available resources

Grade 4 Standards

Note: Required curriculum supporting standards on Tribal government and history available from the Oregon Department of Education. Additional lessons and resources may also be available from local Tribal websites and education centers.

Civics (4.C) [Focus: Oregon]

Concept	Standard	Text	Example
Political Institutions (C.PI)	4.C.PI.1	Investigate the creation of the Oregon constitution and identify its key components. <i>Note: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.</i>	Examples include, but not limited to: <ul style="list-style-type: none"> Laws Rights Processes Division of power among the branches of government
	4.C.PI.2	Compare key components of at least two Constitutions of the nine federally recognized Oregon Tribes .	Examples include, but not limited to: <ul style="list-style-type: none"> Membership Voting procedures Branches of government
Identity, Roles, Responsibilities (C.IR)	4.C.IR.3	Examine how identity shapes perspectives about a local or state issue.	Examples include, but not limited to: <ul style="list-style-type: none"> Historical events Current events Social interactions
Democratic Principles (C.DP)	4.C.DP.4	Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness.	Examples include, but not limited to: <ul style="list-style-type: none"> Article I Sec. 1-20 Article II Sec. 6 Article XV Sec. 8

Concept	Standard	Text	Example
Civic Engagement (C.CE)	4.C.CE.5	Describe the importance of civic participation, including the ballot initiative process, in changing Oregon’s laws and Constitution.	Examples include, but not limited to: <ul style="list-style-type: none"> • Drafting and passage of the “Bottle Bill” • Student-led efforts on education standards • Local Levies and Bonds • Citizen statements in Oregon’s official voter guide

Geography (4.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	4.G.GR.1	Read and/or construct maps of the Northwest, Southwest, Midwest, Northeast, and Southeast, US Atlantic and Pacific Islands using a scale, compass, and key that includes important cities and physical features.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Political maps • Physical maps • Capital Cities • Urban Centers • Rivers and Lakes • Tribal Lands
	4.G.GR.2	On political and physical maps of North America, locate significant sites in the United States, Mexico, Canada, Oregon, Nevada, Alaska, Hawai`i, Washington, Idaho, and California.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Capital Cities • Urban Centers • Rivers and Lakes • Tribal Lands
	4.G.GR.3	Compare and contrast Tribal, colonial, historical, and contemporary maps to understand Oregon's history.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Pre-Oregon Territory maps • Coastal navigation maps • Cultural and language maps • Resource maps
Migration and Movement (G.MM)	4.G.MM.4	Compare and contrast varying patterns of exploration and settlement in the Pacific Northwest over time, considering how physical features and the availability of natural resources affected exploration and settlement patterns, including the development of major urban/suburban areas, industries, or trade.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Tribal land and natural resources • Spanish exploration • British, Russian, U.S. exploration and claims • Fur trade • Navigable rivers • Timber

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	4.G.MM.5	Explain how the contributions of the Indigenous Tribes of Oregon and various historical and contemporary immigrant groups create the diverse culture of present-day Oregon.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Cultural celebrations • Languages spoken in the community • Public artwork • Place names
Human Interaction and Interconnection (G.HI)	4.G.HI.6	Assess how physical geography and changing environmental factors affect land use and shape the cultural characteristics of a society.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Resource extraction and conservation • Rural and Urban • Horticulture and agriculture • Water access
Human Environmental Interaction (G.HE)	4.G.GE.7	Identify the effects on environmental stability and sustainability of technologies and policies such as dams, wind turbines, and transportation in shaping Oregon's physical and human geography.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Flooding and drought • Air, soil, water pollution • Agricultural production • Forest and fire management • Public transportation
	4.G.GE.8	Utilize the Social Science Tribal History Shared History lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Location of current and ancestral Tribal lands • Cultural similarities and differences • Tribal stewardship of land

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Economics (4.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	4.E.ES.1	Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.	Examples may include, but not limited to: <ul style="list-style-type: none"> • Wealth and income inequality • Poverty rates and distribution • Government policies • Investment and spending
	4.E.ES.2	Describe the difference between wages, salaries, commissions, and tips.	Examples include, but not limited to: <ul style="list-style-type: none"> • Service (tips) • Construction (wages) • Educators (salary) • Real Estate Agent (commission)

Concept	Standard	Text	Example
	4.EF.ES.3	Describe examples of government-provided goods and services funded with taxes.	Examples include, but not limited to: <ul style="list-style-type: none"> • Public transportation and education • Police and fire departments • Health care and social services • Military defense and environmental protection
Micro and Macro Economics (E.MI)	4.E.MI.4	Explain the role of producers, consumers, products, and labor in economic markets.	Examples include, but not limited to: <ul style="list-style-type: none"> • Producers: Manufacturing, farming, service providers • Consumers: Household, business, and government consumers • Labor: Factory, farm, professional, service
	4.E.MI.5	Investigate the relationship between the supply and demand of goods produced in Oregon.	Examples include, but not limited to: <ul style="list-style-type: none"> • Timber • Agricultural • Technology
Incentives, Choice, and Consumer Behavior (E.IC)	4.E.IC.6	Demonstrate understanding of needs and wants using a budget.	Examples include, but not limited to: <ul style="list-style-type: none"> • Planning a family vacation • Trip to the store • Researching prices
	4.E.IC.7	Identify the use of targeted marketing in creating demand for consumer products.	Examples include, but not limited to: <ul style="list-style-type: none"> • Television commercials • Product placement • Social media influencers
	4.E.IC.8	Analyze different buying choices and opportunity costs.	Opportunity cost as the trade-off required in selecting to purchase chocolate or fruit when there is not enough money for both

Concept	Standard	Text	Example
	4.E.IC.9	Demonstrate understanding of safe internet practices by applying strategies to protect personal information.	Examples include, but not limited to: <ul style="list-style-type: none"> • Identifying personal information • Safety and privacy settings • Maintaining passwords
Specialization, Trade, Interdependence (E.ST)	4.E.ST.10	Explain how trade leads to increasing economic interdependence.	Examples include, but not limited to: <ul style="list-style-type: none"> • Goods and services • Specialization • Access to resources • Supply chains

History (4.H) (Oregon and Pacific Northwest Time Immemorial to Present)

Concept	Standard	Text	Example
<p>Continuity and Change (H.CH)</p>	<p>4.H.CH.1</p>	<p>Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States. <i>Students should engage with lessons provided in Tribal History/Shared History to identify the first nine people groups of Oregon.</i></p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Tribal lifeways • Immigrant settlement patterns • Federal and state policies
	<p>4.H.CH.2</p>	<p>Investigate the role of “Manifest Destiny” and racial prejudice in shaping Oregon’s transition from “Oregon Country” to statehood. Include the legal, political, and cultural factors causing marginalization and attempts to promote inclusivity.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Exploration from Pacific and by Corps of Discovery • Immigration from the U.S. into Oregon Territory • Oregon Trail 1840-1860 • Oregon Treaty 1846 • Oregon Donation Land Act • Indigenous removal and reservations • Exclusionary laws in territorial & state government • Adoption of 13th-15th Amendments to U.S. Constitution • Asian exclusion and discrimination • Native Hawaiian and Pacific Islander exclusion and discrimination • Repeal of discriminatory laws in Oregon Constitution
<p>Conflict and Cooperation (H.CC)</p>	<p>4.H.CC.3</p>	<p>Identify examples of Indigenous resistance to the expansion of non-Indigenous settlers into Oregon lands in the causes and results of the battles and wars in Oregon Territory and 19th century Oregon.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Rogue River War • Nez Perce War • Modoc War • Treaties
<p>Cause and Effect (H.CE)</p>	<p>4.H.CE.4</p>	<p>Give examples of how changes in Oregon’s agricultural, industrial, political, and business development over time affect people of the state including traditionally underrepresented groups.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Agricultural mechanization and migrant labor • Timber and Tribal Lands • Women’s suffrage in Oregon • Urban housing policies and gentrification

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Concept	Standard	Text	Example
	4.H.CE.5	Explore the Oregon Trail’s significance in shaping Oregon history, examining its role in westward expansion, cultural interactions, and settlement patters.	Examples include, but not limited to: <ul style="list-style-type: none"> • Experience of immigrants on the trail • Indigenous people and white settler interactions • Changes in land use
Communities and Pluralism (H.CP)	4.H.CP.6	Identify the history, religion, languages, and cultural practices of the Indigenous Tribes of Oregon and examples of resistance and resilience to immigration and settlement by the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Preservation of native languages • Oral traditions and histories • Traditional Ecological Knowledge • Wars and other conflicts • Tribal Sovereignty • Cultural Celebrations
	4.H.CP.7	Identify and explain how the legacy of colonialism and discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal sovereignty • Health and safety outcomes • Racial demographics of Oregon
	4.H.CP.8	Identify various conflicts within Oregon, including acts of displacement, cultural and linguistic loss, violence, economic competition, political disagreements, boundary disputes, and cultural disparities across different geographical regions and demographic groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indigenous removal and reservations • Oregon’s Trail of Tears • Chinese Cove • Marshfield lynching • St. Johns’ Riot • The Toledo Incident • War time incarceration of Japanese Americans

Civics (5.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	5.C.PI.1	Compare and contrast how the governments of the British monarchy, American colonies, and Indigenous Tribes shaped interactions with one another.	Examples include, but not limited to: <ul style="list-style-type: none"> • Treaties and Trade • Conflicts and wars • Decision making • Religion
	5.C.PI.2	Analyze the significance of the decisions and laws of the newly formed federal and state governments in establishing, expanding, limiting, and denying rights to individuals 1789-1865.	Examples include, but not limited to: <ul style="list-style-type: none"> • The distribution of political power/ “Checks and Balances” • The debate over the Bill of Rights • Tensions about representation in the legislature / “Great Compromise” • The establishment of the Electoral College • Enslavement and representation “3/5 Compromise” • “Fugitive Slave Clause” • Protection of international Slave Trade to 1808 • Sovereignty and Native Americans • Naturalization Act • Property requirements for voting
	5.C.PI.3	Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Disputes & compromises between political parties • Land use issues • Religious accommodation and separation
Identity, Roles, Responsibilities (C.IR)	5.C.IR.4	Examine and critique how colonial and new states’ governments established, expanded, limited, or denied rights and responsibilities of specific groups and individuals with particular attention to citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, and Tribes.	Examples include, but not limited to: <ul style="list-style-type: none"> • Abolition or expansion of slavery • Treaty rights • Voting requirements • Religious tests and taxes • Women’s political and economic rights
Democratic Principles (C.DP)	5.C.DP.5	Analyze the Preamble and sections of the Constitution to understand the establishment and limitations of democratic principles. <i>Note: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students</i>	Examples include, but not limited to: <ul style="list-style-type: none"> • Ideas of individual rights and the protection of slavery • Representative democracy and limitations on suffrage

Concept	Standard	Text	Example
			<ul style="list-style-type: none"> • Recognition and violations of Tribal Sovereignty • Equality and individual liberty • Limited Government and the Supremacy Clause • General Welfare and Individual property rights
Civic Engagement (C.CE)	5.C.CE.6	Explain specific protections provided in the Bill of Rights to individuals and the importance of these amendments to the ratification of the U.S. Constitution.	Examples include, but not limited to: <ul style="list-style-type: none"> • Freedom of speech • Freedom of religion • Freedom of press • Right to trial • Rights to States

Geography (5.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	5.G.GR.1	Use geographic tools such as maps, satellite images, photographs, and other representations to investigate and compare how boundaries and borders (geographic or human-made) are created, recognized, and utilized in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal lands • River systems • Thematic • Topographic
	5.G.GR.2	Locate states, capital cities, and important geographic features on a United States map.	Examples include, but not limited to: <ul style="list-style-type: none"> • States and capitals of the early United States • States and capitals of Pacific Northwest • Physical geography of Eastern United States
	5.G.GR.3	Locate and examine significant physical geographic features of the thirteen British colonies that became the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Effect on settlement patterns • Agricultural development • Availability of natural Resource
Migration and Movement (G.MM)	5.G.MM.4	Identify and analyze the implications and ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.	Examples include, but not limited to: <ul style="list-style-type: none"> • Land use • Impact of disease • Trade and cultural exchange
	5.G.MM.5	Investigate the causes behind domestic and global migration, distinguishing between voluntary relocation and forced displacement, including scenarios like refugees, individuals compelled to leave their homeland and those who were enslaved.	Examples include, but not limited to: <ul style="list-style-type: none"> • Relocation due to infrastructure projects • War refugees and displaced persons • Expulsion and removal for “ethnic cleansing”

Concept	Standard	Text	Example
			<ul style="list-style-type: none"> • Discrimination, prejudice, and racism • Response to natural disaster or environmental degradation
Human Interaction and Interconnection (G.HI)	5.G.HI.6	Trace on a map Indigenous Tribes' encounters with Europeans in North America and the Caribbean Islands in the 15th through the 18th centuries.	Examples include, but not limited to: <ul style="list-style-type: none"> • Spain • Portugal • The Netherlands • England • France
	5.G.HI.7	Investigate the effects of exploration, conquest, exploitation, and colonial settlement on Indigenous Tribes in at least two geographic regions.	Examples include, but not limited to: <ul style="list-style-type: none"> • Atlantic coast • Caribbean Islands • Mexico including the Southwest United States • California, Oregon, and Pacific Northwest
Human Environmental Interaction (G.HE)	5.G.HE.8	Describe how physical, human, and political features influence events, movements, and adaptation to the environment.	Examples include, but not limited to: <ul style="list-style-type: none"> • Push-Pull factors for immigration • Changes in climate • Cultural exchange and trade
	5.G.HE.9	Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Agricultural technology and land use • Transportation • Urbanization • Government policies

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Economics (5.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	5.E.ES.1	Map out a savings and budget plan designed to achieve a future purchase objective.	Examples include, but not limited to: <ul style="list-style-type: none"> • Planning a school field trip • Saving interest rates • Researching prices
	5.E.ES.2	Estimate income that could be earned from a business operated by children.	Examples include, but not limited to: <ul style="list-style-type: none"> • Babysitting • Lawn service • Lemonade stands

Concept	Standard	Text	Example
<p>Micro and Macro Economics (E.MI)</p>	<p>5.E.MI.3</p>	<p>Explain the relationship between supply and demand.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> Income and consumption Consumer preference Availability of raw materials
	<p>5.E.MI.4</p>	<p>Describe why the government collects taxes and what goods and services it provides society.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> Public transportation and education Police and fire departments Health care and social services Military defense and environmental protection
	<p>5.E.MI.5</p>	<p>Explain the United States’ development from a mercantilist to a market economy.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> Exportation of raw materials Importation of finished goods Development of manufacturing Limits on taxes and regulations
	<p>5.E.MI.6</p>	<p>Examine the significance of the slave trade among and between the Americas, Europe, Asia, and Africa.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> North American British colonies French and British Caribbean colonies Portuguese Brazil Spanish Philippines
<p>Incentives, Choice, and Consumer Behavior (E.IC)</p>	<p>5.E.IC.7</p>	<p>Analyze career choices with consideration of necessary qualifications, income potential, and time commitment.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> Qualification Education requirements Income potential
	<p>5.E.IC.8</p>	<p>Analyze how incentives and opportunity costs affect decision-making.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> Choosing between joining an afterschool club or sports team More expensive latest technology vs. saving on last year’s version Summer vacation away from home vs. time with friends

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Concept	Standard	Text	Example
	5.E.IC.9	Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.	Examples include, but not limited to: <ul style="list-style-type: none"> • Family values and behaviors on spending • Experiences with financial hardships • Employment stability and longevity
Specialization, Trade, Interdependence (E.ST)	5.E.IC.10	Explain why cultures and civilizations choose to specialize in producing selected goods or services.	Examples include, but not limited to: <ul style="list-style-type: none"> • Crops planted and traded in the British N. American colonies. • Quahog shells to produce wampum • Shipbuilding in New England • Contemporary examples of specialization, comparative advantage, and competition.

History (5.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	5.H.CH.1	Identify the significant role of the enslavement of Indigenous peoples and Africans in the establishment of North American colonies and the United States, the gradual abolition of slavery in the Northern states, and the expansion of slavery into Western states.	Examples include, but not limited to: <ul style="list-style-type: none"> • Enslaved Indigenous peoples in the 13 colonies and Caribbean • Importation and expansion of use of enslaved labor after 1619 • Northern industrial profits from use of enslaved labor in Southern states • Enlightenment Ideals and human rights • Abolition and manumission societies
	5.H.CH.2	Use maps to trace European exploration, conquest, exploitation, and colonial settlement of North America and the Caribbean Islands in the 15th through 18th centuries, and identify the reasons and effects of the voyages, including on the Indigenous Tribes already living in the region.	Examples include, but not limited to: <ul style="list-style-type: none"> • Economic gain and exploitation • Empire building • Religious conversion • Spread of disease • War and dispossession • Cultural exchange and fusion • Agricultural exchange

Concept	Standard	Text	Example
Conflict and Cooperation (H.CC)	5.H.CC.3	Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day.	Examples include, but not limited to: <ul style="list-style-type: none"> • 18th and 19th century treaties and current Tribal sovereignty • The expansion of women’s rights • Economic power and political influence
	5.H.CC.4	Analyze how instances of cooperation and conflict between Indigenous peoples and British, French, and Spanish colonial settlers contributed to political, economic, religious, and social conditions between 1500-1776.	Examples include, but not limited to: <ul style="list-style-type: none"> • Anglo–Powhatan Wars 1609 • Pueblo (Pope’s) Rebellion 1680 • The Great Peace of Montreal 1701 • Pontiac’s Rebellion 1763
	5.H.CC.5	Analyze the effect of policies of assimilation and erasure, including cultural and physical genocide on Indigenous cultures in what became the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Disease • Violence and warfare • Force removal • Religious conversion
Cause and Effect (H.CE)	5.H.CE.6	Identify and describe the leadership and daily life of the founders of the United States, including the political, social, and economic interactions with the local and regional Indigenous peoples.	Examples include, but not limited to: <ul style="list-style-type: none"> • Leaders of American Revolution • Founders of Constitution • Haudenosaunee Confederacy
	5.H.CE.7	Explain multiple perspectives and causes and effects of events leading to colonial independence from British Rule.	Examples include, but not limited to: <ul style="list-style-type: none"> • American colonies as an economic asset of British Empire • Responsibility to support British policy • Patriots and Loyalists • Increasing tensions with Indigenous Tribes • Taxation without representation
	5.H.CE.8	Examine the effects Indigenous Tribes of North America had in the early development of the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cultural and economic exchange • Conflict and resistance • Diplomacy and treaties • Forced removal and displacement

Concept	Standard	Text	Example
Communities and Pluralism (H.CP)	5.H.CEP.9	Explain the ideas and actions of individuals and groups resisting enslavement, indigenous genocide, and denial of equality and justice with connections to present-day issues.	Examples include, but not limited to: <ul style="list-style-type: none"> • Conductors of the Underground Railroad • Native American leaders resisting encroachment on Tribal lands • Abolitionist church congregations • Women activists insisting on gender equality
	5.H.CP.10	Analyze the distinct way of knowing and living amongst the different Indigenous peoples of North America before contact.	Examples include, but not limited to: <ul style="list-style-type: none"> • Religion • Language • Cultural practices • Consequences of contact

Grade 6/7 Standards

To address the diverse range of continents, cultures, and civilizations, many sixth and seventh-grade standards incorporate a date range spanning both early and later history. The early history ranges from the Paleolithic era to 900 CE (Common Era), while the later period begins at 600 CE. This overlapping range offers teachers and curriculum designers flexibility in approaching the content, whether through chronological, hemispheric, or thematic lenses. It also accommodates the varying durations of cultures and empires, which may overlap or occur across different time periods.

The scope and sequence of sixth and seventh-grade curricula should encompass examples from both date ranges, representing multiple cultures, civilizations, and continents. For instance, a chronological approach might start with the Paleolithic era, progress through ancient civilizations, and culminate at 800 CE for sixth grade. In seventh grade, students could delve into cultures spanning from 600 CE to 1900 CE.

Alternatively, a thematic approach might compare mathematical and scientific understandings across different time periods and geographic regions enabling students to explore topics such as calendar calculations in ancient Mesoamerica, the early Indus Valley, and 16th century Europe.

By incorporating these date ranges and offering various instructional approaches, educators can ensure a comprehensive exploration of world history that encompasses diverse cultures, civilizations, and time periods while fostering critical thinking and analytical skills in students.

Civics (6/7.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	6/7.C.PI.1	Compare and contrast early forms of governance in early civilizations and empires from the Paleolithic to 900 CE.	Examples include, but not limited to: <ul style="list-style-type: none"> • Africa: Egypt, Axum & Kush • Asia and India: Indus and Persia • Middle East/Mediterranean: Greece, Mesopotamia, and Rome • North America: Hopewell • Mesoamerica: Toltec, Zapotec, Olmec, Maya • China: Qin and Han
	6/7.C.PI.2	Compare and contrast early forms of governance in civilizations and empires after 600 CE, including the treatment of historically underrepresented groups and individuals.	Examples include, but not limited to: <ul style="list-style-type: none"> • Arab/Muslim and Ottoman • Songhai, Mali, Ghana • Song and Mongol • Caribbean, North & South America (Taino, Inca & Aztec) • Mughal and Tu'i Tonga • European Empire and Nation-States

Concept	Standard	Text	Example
	6/7.C.PI.3	Compare and contrast historical and modern forms of governance over time and on multiple continents.	Examples include, but not limited to: <ul style="list-style-type: none"> • Theocracies • Monarchies • Authoritarian • Dictatorships • Chiefdoms • Sachems • Confederacies
	6/7.C.PI.4	Analyze the origins, purpose, and influence of diverse religions, philosophies, and legal systems on the development of modern governments and the concepts of individual, civil, and human rights, equality, equity, and justice over time and on multiple continents.	Examples include, but not limited to: <ul style="list-style-type: none"> • Hammurabi’s Code • The Ten Commandments • Hebrew Bible and New Testament • Pericles and Athenian Democracy • Law of the Twelve Tables • Code of Justinian • Confucianism • Chinese Legalism • Laws of Manu • The Qur’an • Magna Carta • Haudenosaunee Great Law of Peace
	6/7.C.PI.5	Examine the origins, purposes, and effects of constitutions, laws, treaties, and international agreements, including the treatment of historically underrepresented groups and individuals.	Examples include, but not limited to: <ul style="list-style-type: none"> • Women • Other religions • Indigenous Peoples
Identity, Roles, Responsibilities (C.IR)	6/7.C.IR.6	Describe the rights and roles of citizens in civilizations and empires to 900 CE, with attention to the inclusion of historically underrepresented groups and individuals.	Examples include, but not limited to: <ul style="list-style-type: none"> • Africa: Egypt, Axum & Kush • Asia and India: Indus and Persia • Middle East/Mediterranean: Greece, Mesopotamia, and Rome • North America: Hopewell • Mesoamerica: Toltec, Zapotec, Olmec, Maya • China: Qin and Han

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Concept	Standard	Text	Example
	6/7.C.IR.7	Describe the rights and roles of citizens in civilizations and empires after 600 CE, with attention to the inclusion of historically underrepresented groups and individuals.	Examples include, but not limited to: <ul style="list-style-type: none"> • Arab/Muslim and Ottoman • Songhai, Mali, Ghana • Song and Mongol • Caribbean, North & South America (Taino, Inca & Aztec) • Mughal and Tu'i Tonga • Myanmar Taungoo • Pueblo and Haudenosaunee • European Empire and Nation-States
	6/7.C.IR.8	Evaluate the effectiveness of different methods of resistance available in pluralistic democracies to combat misinformation, indifference, and discrimination.	Examples include, but not limited to: <ul style="list-style-type: none"> • Organization • Protest • Reform • Celebration
Democratic Principles (C.DP)	6/7.C.DP.9	Research and assess the effectiveness of individual and collective attempts towards the repair of civic society with recognition, reconciliation, and restorative justice in response to genocide and other historical injustices.	Examples include, but not limited to: <ul style="list-style-type: none"> • Australia- Commission of Inquiry • Brazil- National Truth Commission • Canada- Truth and Reconciliation Commission • DRC- Truth and Reconciliation Commission • Ecuador -The Truth Commission • Europe (multiple examples) - Reparations to Holocaust survivors • Gambia- Truth, Reconciliation, and Reparations Commission • Germany- Reparations to Israel • Guatemala- Historical Clarification Commission • Norway- Truth and Reconciliation Commission • Oregon- Remembrance Project • Poland- Institute of National Remembrance • Solomon Islands-Truth and Reconciliation Commission • Taiwan-Transitional Justice Commission • United States- Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission • United States- National Memorial for Peace and Justice • <i>Note-Additional examples are named in HS.WH.CP.5</i>

Concept	Standard	Text	Example
Civic Engagement (C.CE)	6/7.C.CE.10	Identify examples of attempts to limit the power and influence of government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Athenian Democracy • Roman Republic • Magna Carta • Peasant Revolt • Haitian Revolution

Geography (6/7.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	6/7.G.GR.1	Construct and use maps and other representations, technologies, and spatial thinking to compare how physical geography, human, and environmental characteristics of a region influenced the movement of people, goods, and ideas among civilizations and empires.	Examples include, but not limited to: <ul style="list-style-type: none"> • Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • North America: Hopewell, Haudenosaunee, Mississippian, Pueblo
	6/7.G.GR.2	Using physical and political maps, identify and distinguish countries, capitals, other cities, and important bodies of water to describe, place, region, and the absolute location and relative location of cultures and civilizations.	Examples include, but not limited to: <ul style="list-style-type: none"> • Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • North America: Hopewell, Haudenosaunee, Mississippian, Pueblo

Concept	Standard	Text	Example
<p>Migration and Movement (G.MM)</p>	<p>6/7.G.MM.3</p>	<p>Explain how technological developments in transportation and communication affected interactions between human settlements, including the diffusion of ideas and cultural practices.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • North America: Hopewell, Haudenosaunee, Mississippian, Pueblo
<p>Human Interaction and Interconnection (G.HI)</p>	<p>6/7.G.HI.4</p>	<p>Identify and describe how the physical geography and human characteristics of places influence cultural attributes such as politics, law, religion, diet, architecture, and the construction of race, ethnicity, and gender.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • North America: Hopewell, Haudenosaunee, Mississippian, Pueblo
	<p>6/7.G.HI.5</p>	<p>Identify and explain the consequences of cultural conflict, interaction, exchange, and/or fusion.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Aztec provinces of Mexico before and after Cortes • Mali trade routes across Africa in the 14th Century • Chinese trade with India and East Africa during the Ming Dynasty • Spanish control of Pacific trade between Peru-Mexico-China-Philippines • The cultural influence of Alexander’s empire in the Mediterranean and SW Asia • The religious influence of Islam from the 8th-15th century • Culture and religion along the Silk Road • The expansion of Pacific Islander cultures across the Pacific

Concept	Standard	Text	Example
<p>Human Environmental Interaction (G.HE)</p>	<p>6/7.G.HE.6</p>	<p>Identify how physical environments influence and effect changes in population, technical advancements, culture, and approaches to resource use, stewardship, and sustainability from the Paleolithic to 900 CE</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Arab/Muslim • North America: Hopewell, Haudenosaunee, Mississippian, Pueblo • Oceania: Tu'i Tonga
<p>Human Environmental Interaction (G.HE)</p>	<p>6/7.G.HE.7</p>	<p>Identify and describe examples of how conquest and colonialism affected traditionally underrepresented identities, cultures, and communities.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Forced migration and enslavement • Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship

Economics (6/7.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	6/7.E.ES.1	Compare the education and training requirements for at least two student selected career choices.	Examples include, but not limited to: <ul style="list-style-type: none"> • CTE programs • Licensing and certification • Two- and four-year degrees • Graduate school
	6/7.E.ES.2	Create and discuss budgeting that includes realistic and locally relevant living expenses and savings for various income levels.	Examples include, but not limited to: <ul style="list-style-type: none"> • Minimum wage • Earning potential of varying education levels • Cost of living
	6/7.E.ES.3	Identify tools to help budget and save money to make a large purchase in one year, 5 -years, and 10-years.	Examples include, but not limited to: <ul style="list-style-type: none"> • Savings accounts and CDs • Prepaid debit cards • Budgeting apps
Micro and Macro Economics (E.MI)	6/7.E.MI.4	Explain how supply and demand affect wages and prices of resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Rising wages due to low unemployment • Prices on goods with high demand • Elastic and inelastic goods
	6/7.E.MI.5	Analyze the role of consumers and producers in product markets.	Examples include, but not limited to: <ul style="list-style-type: none"> • Computer and video games • Automobiles • Concert tickets
	6/7.EF.MI.6	Identify how the four factors of production combine to make goods and deliver services in capitalist economies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Land • Labor • Capital • Entrepreneurship
	6/7.EF.MI.7	Compare how different economic systems choose to allocate the production, distribution, and consumption of resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Traditional • Command • Market

Concept	Standard	Text	Example
			<ul style="list-style-type: none"> Mixed
Incentives, Choice, and Consumer Behavior (E.IC)	6/7.E.IC.8	Explain how government interventions, such as incentives, taxes or tribute affect individual participation in the economy.	Examples include, but not limited to: <ul style="list-style-type: none"> Controlling production Black-markets Publicly funded infrastructure
	6/7.E.IC.9	Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for traditionally underrepresented groups and individuals in early major Western and non-Western civilizations.	Examples include, but not limited to: <ul style="list-style-type: none"> Early agriculture and labor Long distance trade Feudalism Colonialism
Specialization, Trade, Interdependence (E.ST)	6/7.EF.10.ST	Compare specialization and trade in two or more civilizations or empires.	Examples include, but not limited to: <ul style="list-style-type: none"> Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim North America: Hopewell, Haudenosaunee, Mississippian, Pueblo
	6/7.EF.11.ST	Analyze the effect on the costs of goods and services for trade or barter with the development of specialization in local economies.	Examples include, but not limited to: <ul style="list-style-type: none"> Early agriculture and labor Long distance trade Guilds

Concept	Standard	Text	Example
	6/7.EF.12.ST	Explain how growing interdependence and technological advances improve living standards within and across societies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Availability of goods • Reduction of work time • Reducing costs • Expanding opportunities for participation

History (6/7.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	6/7.H.CH.1	Construct and interpret a timeline using words and abbreviations for identifying key periods in the development of human societies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Era • Age • Decade, Century, Millenium • BCE/CE • Circa • Time immemorial • Lunar and solar • Linear and cyclical timelines
	6/7.H.CH.2	Explain the characteristics historians and social scientists have used to define complex societies or “civilizations.”	Examples include, but not limited to: <ul style="list-style-type: none"> • The production of surplus food • Urban centers • Stratified social classes • Specialized occupations, economic systems • Systems of government, religion, and learning • Technology, art, and monumental architecture • Note- The characteristics remain a topic of debate for historians and archeologists. Not all listed characteristics are considered required.
	6/7.H.CH.3	Describe the important features and developments of independently formed civilizations and cultures between the Neolithic and 900 CE.	Examples include, but not limited to: <ul style="list-style-type: none"> • Fertile Crescent/Mesopotamia (Iraq, Turkey, Iran, Syria, Israel, Lebanon, Palestine) • Egypt • Mesoamerica (Mexico & Guatemala) • Indus River Valley (India & Pakistan) • Yellow River (China)

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Concept	Standard	Text	Example
			<ul style="list-style-type: none"> • Caral-Supe (Peru)
Conflict and Cooperation (H.CC)	6/7.H.CC.4	Identify and analyze the interactions and exchanges of cultures and civilizations from the Neolithic to 900 CE.	Examples include, but not limited to: <ul style="list-style-type: none"> • Trade and technology • Diplomacy and warfare • Agriculture • Pathogens • Language • Religion • Friendship and marriage
	6/7.H.CC.5	Identify and analyze the interactions and exchanges of cultures and civilizations after 600 CE	Examples include, but not limited to: <ul style="list-style-type: none"> • Colonialism • Trade and technology • Diplomacy and warfare • Agriculture • Pathogens • Language • Religion • Friendship and marriage
	6/7.H.CC.6	Identify examples of historical and contemporary indigenous resilience and resistance to colonial exploration and settlement.	Examples include, but not limited to: <ul style="list-style-type: none"> • Aboriginal resistance in Australia • Inca and Guarani resistance to Spanish Colonialism • Standing Rock • Preservation of language and culture • Polynesian Voyaging Society
Cause and Effect (H.CE)	6/7.H.CE.7	Identify and describe examples of how conquest and colonialism affected historically underrepresented identities, cultures, and communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship • Lifeways • Gender identities and roles • Social hierarchy and status

Concept	Standard	Text	Example
Communities and Pluralism (H.CP)	6/7.H.CP.8	Compare the origins and development of early world religions from the Neolithic to 1500 CE.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indigenous religious traditions • Polytheism • Monotheism • Animism
	6/7.H.CP.9	Identify the key components of creation or origin stories from various civilizations and cultures.	Examples include, but not limited to: <ul style="list-style-type: none"> • Deities and acts of creation • Order and chaos • Formation of earth and humans • Cultural values and beliefs • Cyclical or linear narratives
	6/7.H.CP.10	Compare and contrast the central tenets and cultural practices of Hinduism, Judaism, Buddhism, Taoism, Christianity, and Islam.	Examples include, but not limited to: <ul style="list-style-type: none"> • Characteristics of the belief system • Significant texts, practices, and sites • Effect of the belief system on daily life • Relationship between the belief system and government
	6/7.H.CP.11	Investigate the historical origins and modern manifestations of anti-Judaism. <i>Note: anti-Judaism refers to the bias, discrimination, and violence experienced by Jewish individuals and communities throughout history. Antisemitism refers to the more modern pseudo-scientific attempt to justify anti-Judaism based on culture, ethnicity, or race.</i>	Examples include, but not limited to: <ul style="list-style-type: none"> • The Diaspora of 70 CE and medieval early anti-Judaism ³⁶³ • Spanish Inquisition and other persecutions and expulsions in Europe • Social and economic stereotypes • Religious intolerance • 19th-century pseudo-science about race and national identity • Pogroms • Historical roots of the Holocaust • Modern antisemitism
	6/7.H.CP.12	Identify the motivations and methods governments and other institutions use to create, reinforce, or address injustice and divisions in society.	Examples include, but not limited to: <ul style="list-style-type: none"> • Racism • Sexism • Caste • Antisemitism • Stereotypes • Prejudice • Discrimination

Concept	Standard	Text	Example
	6/7.H.CP.13	Use primary and secondary sources to identify archaeological evidence of the characteristics of Indigenous civilizations of the Americas and Caribbean basin from the Paleolithic to 1500.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cliff dwellings and rock shelters • Mound-building • Monumental architecture • Urban centers • Irrigation systems • Calendars • Stone tools, pottery & baskets • Agricultural and horticultural practices • Long distance trade • Pictographs and petroglyphs • Religion and spiritual practices and beliefs
	6/7.H.CP.14	Use primary and secondary sources to identify the important characteristics of civilizations and cultures in Western Asia, the Middle East, and North Africa from Paleolithic to 1500.	Examples include, but not limited to: <ul style="list-style-type: none"> • Monumental architecture • Urban centers • Stone tools, carving, sculptures, & pottery • Calendars • Irrigation systems • Agricultural and horticultural practices • Long distance trade • Metalsmithing • Writing systems • Important technologies • Religion and spiritual practices and beliefs
	6/7.H.CP.15	Use primary and secondary sources to identify the important characteristics of civilizations and cultures in Sub-Saharan Africa.	Examples include, but not limited to: <ul style="list-style-type: none"> • Monumental architecture • Urban centers • Carvings, sculptures • Calendars • Irrigation systems • Agricultural and horticultural practices • Long distance trade • Metalsmithing • Important technologies • Religion and spiritual practices and beliefs

Grade 8 Standards (US History 1780-1865)

Civics (8.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	8.C.PI.1	Explain the significance of the influence of the democratic political concepts of ancient Greece and Rome on the structure and ideas of the Founders and the Constitution.	Examples include, but not limited to: <ul style="list-style-type: none"> • Civic participation and duty • Voting rights • Trial by jury • Legislative bodies • Constitution writing • Rule of law • Separation of powers • Representative government
	8.C.PI.2	Explain the influence of the Enlightenment and Native American political ideas and documents on the American Revolution and the framework of the American government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Natural Rights and Locke • Social Contract and Rousseau • Separation of Powers and Montesquieu • Confederacy and the Haudenosaunee
	8.C.PI.3	Identify the reasons for the failure of the Articles of Confederation and the adoption of the U.S. Constitution.	Examples include, but not limited to: <ul style="list-style-type: none"> • Weak central government • Lack of funding • Unanimous requirement for amendment • Shay’s Rebellion
	8.C.PI.4	Examine and analyze significant documents establishing, limiting, or denying civil rights in the United States and Oregon.	Examples include, but not limited to: <ul style="list-style-type: none"> • Mayflower Compact (1620) • Declaration of Independence (1776) • Articles of Confederation (1777) • Federalist Papers 1, 10, and 51 (1787) • U.S. Constitution (1789) • Bill of Rights (1791) • Oregon Constitution (1857)

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Concept	Standard	Text	Example
	8.C.PI.5	Evaluate how the persistence of racism, sexism, and other forms of prejudice, affected laws, treaties, and Supreme Court decisions from 1787 to 1865 on sovereignty, status, rights, and liberties of historically underrepresented individuals and groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • Treaties between Native American Tribes and US Government (1789-1890) • Virginia Declaration of Rights • Johnson v. M’Intosh and Doctrine of Discovery (1823) • Indian Removal Act (1830) • Cherokee Nation v. Georgia (1831) • Worcester v. Georgia (1832) • Elements of U.S. Constitution, including: <ul style="list-style-type: none"> • Article I Section 8 • Article I Section 2 • Article I Section 9 • Article IV Section 2 Clause 3 • Article VI • Married Women's Property Act • Fugitive Slave Acts (1793 & 1850) • Oregon Donation Land Claim Act (1850) • What to the slave is the Fourth of July? (1852) • Dred Scott v Sanford (1857)
	8.C.PI.6	Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	Examples include, but not limited to: <ul style="list-style-type: none"> • Representative government • Town Meeting • Religious leadership • Divine Right • Dictatorship • Elite rule
	8.C.PI.7	Explain the process of elections in the legislative and executive branches, and the process of nomination/confirmation of individuals in the judicial and executive branches.	Examples include, but not limited to: <ul style="list-style-type: none"> • Majority rule and individual rights • Popular vote and electoral college • Ballot measures and Constitutional amendment process
	8.C.PI.8	Examine how governing power and responsibility are interconnected in the system of checks and balances.	Examples should include, but not limited to: <ul style="list-style-type: none"> • Congress: enumerated powers, general powers, limits on power, checks on the other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the

Concept	Standard	Text	Example
			<p>President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings, and legislative procedures</p> <ul style="list-style-type: none"> • The Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military • The Supreme Court: role and powers, checks on other two branches, lower courts
Identity, Roles, Responsibilities (C.IR)	8.C.IR.9	Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Bill of Rights • 14th Amendment • Responsibilities of citizenship
Democratic Principles (C.DP)	8.C.DP.10	Analyze important political and ethical values for individual rights and their lasting effect on the status, rights, and liberties of historically underrepresented individuals and groups embodied in documents such as the Declaration of Independence, the United States and Oregon Constitutions, and the Bill of Rights.	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Freedom • Liberty • Democracy • Equality • Equity
	8.C.DP.11	Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Privacy rights vs. security concerns • Property rights vs. environmental protections • Helmet, seatbelt, or second-hand smoking laws • Religious liberty, free speech, due process, civil rights
Civic Engagement (C.CE)	8.C.CE.12	Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Federalist vs Anti-Federalists • The use of advertising and propaganda • Democratic-Republicans • Abolition and expansion of slavery • 19th -century immigration

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Concept	Standard	Text	Example
	8.C.CE.13	Identify the methods of individuals and movements responsible for the expansion of justice, equality, equity, rights, and responsibilities of citizenship from historically underrepresented groups at the local and national levels.	Examples include, but not limited to: <ul style="list-style-type: none"> • Enlightenment ideas • Abolitionist movement • Women’s rights • Worker’s rights • Native American resistance and treaty rights
	8.C.CE.14	Evaluate the historical and contemporary means of attempting to create more inclusive societies, including the importance of advocacy and activism related to the expansion of justice, equality, and equity for historically underrepresented individuals and groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • Abolitionist movement • Seneca Falls convention • Cherokee Constitution • Current issues

Geography (8.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	8.G.GR.1	Construct and use maps and other representations, technologies, and spatial thinking to understand changes in the demographic composition of North America.	Students should use maps to locate all, but not limited to: <ul style="list-style-type: none"> • North American Atlantic Coast Tribal lands • Colonial settlement patterns • Westward expansion of U.S. states into areas inhabited by Indigenous Tribes • Regional differences below and above the Mason-Dixon line • Competing claims in the Southwest (New Spain, France, Mexico, Texas)
	8.G.GR.2	Interpret maps to identify the changes in political geography, population, and economic development of the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Expansion after the American Revolution • Louisiana Purchase • Oregon Territory • Annexation of Texas • “Free states” and states allowing for enslavement

Concept	Standard	Text	Example
Migration and Movement (G.MM)	8.G.MM.3	Identify and describe the causes and effects of migration, settlement, and cultural diffusion, in the expansion of the United States after the American Revolution until the end of the Civil War.	Examination of the effects of expansion should include but not limited to: <ul style="list-style-type: none"> • Indigenous lands and peoples • Expansion of slavery • Settlement and experiences of immigrants
	8.G.MM.4	Investigate the effects of migration on immigrants and the culture where they settle.	Examples include, but not limited to: <ul style="list-style-type: none"> • Preservation or assimilation of cultural traits and memories • The introduction and adoption of goods, ideas, games, and written and spoken language from country of origin • The adoption of technology, food, and customs
Human Interaction and Interconnection (G.HI)	8.G.HI.5	Identify and explain examples of the influence of physical geography on human cultural elements such as law, religion, diet, and architecture.	Examples include, but not limited to: <ul style="list-style-type: none"> • Locally available building materials • Locally sourced flora and fauna • Religious or spiritual significance of geographic features
	8.G.HI.6	Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures.	Examples include, but not limited to: <ul style="list-style-type: none"> • Natural resources and foods • City vs. agrarian lifestyles • Religious practices and sites • Traditional clothing • Art and architecture
Human Environmental Interaction (G.HE)	8.G.HI.7	Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship • Availability of food and effects on diet • Missionary Conversions and forced education

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Economics (8.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	8.E.ES.1	Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students.	Examples include, but not limited to: <ul style="list-style-type: none"> • CTE programs • Service • Retail • Labor • Minimum wage
	8.E.ES.2	Discuss how unexpected life situations can affect financial well-being and savings plans.	Examples include, but not limited to: <ul style="list-style-type: none"> • Unexpected layoffs • Accident • Medical emergency • Natural disaster • Identity theft
	8.E.ES.3	Explain how compound interest can generate both wealth and debt.	Examples include, but not limited to: <ul style="list-style-type: none"> • Savings accounts • Credit card debt • Adjustable and fixed interest rates
	8.E.ES.4	Define and analyze the concept of “fair lending practices” and the history of discrimination and systemic inequalities in the US financial system.	Examples include, but not limited to: <ul style="list-style-type: none"> • Gender and racial discrimination in lending • Redlining and restrictive housing covenants • Home installment contracts • Forced redistribution of land
Micro and Macro Economics (E.MI)	8.E.MI.5	Explore varying viewpoints on the role and purpose of taxation and government spending historical and contemporary debate.	Examples include, but not limited to: <ul style="list-style-type: none"> • Lower taxes & limited government spending • Increased taxes & social programs • Government intervention to stabilize the economy • Redistribution of wealth & reduction of inequality
	8.E.MI.6	Explain the role of forced and exploitative labor systems in the economic development of the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indenture • Peonage and convict leasing • Enslavement and chattel slavery • Sharecropping • Migrant and immigrant labor

Concept	Standard	Text	Example
	8.E.MI.7	Identify the positive and negative effects of technology on labor.	<ul style="list-style-type: none"> • Child labor <p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Transportation and shipping • Manufacturing • Textiles • Agriculture • Communication
Incentives, Choice, and Consumer Behavior (E.IC)	8.E.IC.8	Assess the effect of business growth and expansion on the allocation of resources and economic incentives.	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Local job creation • Infrastructure development • Tax revenue • Resource consumption • Pollution
Specialization, Trade, Interdependence (E.ST)	8.E.ST.9	Explain how regional specialization created economic interdependence among the regions of the United States between 1783-1865.	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Southern cotton production and Northern textile mills • Transportation networks • Tariffs

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History (8.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	8.H.CH.1	Identify the significant political developments surrounding the territorial expansion of the United States in the early republic (1776-1865).	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Haitian Revolution • Louisiana Purchase • War of 1812/Tecumseh’s war • Policy of Tribal removal • Monroe Doctrine • Annexation of Texas • War with Mexico • Oregon Territory • Dakota Wars

Concept	Standard	Text	Example
	8.H.CH.2	Utilize the grade 8 Tribal History Shared History resources and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by Indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler-colonialism.	Examples include, but not limited to: <ul style="list-style-type: none"> • Armed resistance • Cultural persistence • Language preservation • Treaties • Cooperation and Trade • Alliances • Adoption and adaptation of cultural practices
Conflict and Cooperation (H.CC)	8.H.CC.3	Discuss the ongoing debate on attempts at restorative justice to address historic and ongoing injustice.	Examples include, but not limited to: <ul style="list-style-type: none"> • Recognition • Restitution • Restoration • Reparations • Reconciliation
	8.H.CC.4	Analyze resistance to enslavement through research of primary sources such as newspapers, narratives, accounts of slave auctions, and political and legal records.	Examples include, but not limited to: <ul style="list-style-type: none"> • The Stono Rebellion of 1739 • The Haitian Revolution of 1791–1804 • Gabriel’s Conspiracy 1800 • German Coast Uprising, 1811 • The rebellion of Denmark Vesey of 1822 • The rebellion of Nat Turner in 1831 • Self-emancipation • Maroon Communities • Plantation sabotage • The role of the Underground Railroad • Black Press, Abolitionist societies, The Black church
Cause and Effect (H.CE)	8.H.CE.5	Explain the effects of discoveries and technologies in the 18th and 19th centuries on the political and cultural development of the United States, including the expansion of slavery and the taking of Indigenous lands.	Examples include, but not limited to: <ul style="list-style-type: none"> • Developments in agriculture such • Increasing speed of transportation • Communication methods • Telegraph • Photography

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Concept	Standard	Text	Example
	8.H.CE.6	Analyze how economic, religious, social, ideological, and political developments led to sectional and national tensions, inspiring reform movements and political and social divisions between 1800-1860.	Examples include, but not limited to: <ul style="list-style-type: none"> • Second Great Awakening • Abolitionist movements • Women’s Rights • Temperance • Labor tensions • Expansion of slavery
	8.H.CE.7	Evaluate the growing political tensions between 1820-1861 over the institution of slavery within the United States, leading to the Civil War.	Examples include, but not limited to: <ul style="list-style-type: none"> • Missouri Compromise (1820) • Nat Turner Rebellion (1831) • Nullification Crisis (1832) • Compromise of 1850 (1850) • Kansas-Nebraska Act (1854) • Dred Scott Decision (1857) • Harper’s Ferry (1858)
	8.H.CE.8	Identify and analyze the political and military significance of the Civil War.	Examples include, but not limited to: <ul style="list-style-type: none"> • Industrialization of warfare • Preservation of the Union • Emancipation Proclamation • Reconstruction • Trench warfare, Ironclad ships, repeating rifles
Communities and Pluralism (H.CP)	8.H.CP.9	Use primary and secondary sources to evaluate how intersecting identities including, gender identity, sexual orientation, age, race, ethnicity, religion, physical and mental ability, and class affect the living histories and experiences of peoples, groups, and events.	Examples include, but not limited to: <ul style="list-style-type: none"> • Personal accounts and diaries • Religious sermons • Newspaper articles • Art and Music
	8.H.CP.10	Identify and explain the contributions and experiences of individuals from traditionally underrepresented identities in Oregon and the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • American Indian/Alaska Native/Native Hawaiian • Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent • Immigrants or refugees • Various religious identities • Lesbian, gay, bisexual, and transgender identities

Civics (HS.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	HS.C.PI.1	Investigate and compare core elements of early governments that were influential and evident in the United States government structure.	Examples include, but not limited to: <ul style="list-style-type: none"> • Athenian Democracy • Roman Republicanism • Enlightenment Ideals • Haudenosaunee Confederacy
	HS.C.PI.2	Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	Examples include, but not limited to: <ul style="list-style-type: none"> • Representative government • Town Meeting • Religious leadership • Divine Right • Dictatorship • Elite rule
	HS.C.PI.3	Examine and compare institutions, functions, and processes of government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Local • Tribal • County • State • Federal
	HS.C.PI.4	Using the Tribal History/Shared History resources and other primary and secondary documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized Tribal governments.	Examples include, but not limited to: <ul style="list-style-type: none"> • 2001 Senate Bill 770 • Executive Order 96-30 • Legislative Commission on Indian Services • Specific Tribal Governments
	HS.C.PI.5	Explore and explain the historical evolution of the debate over the role, function, and size of the federal branches of government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Federalism • Necessary and proper (Elastic clause) • Presidential use of executive orders • Congressional use of filibuster • Judicial use of the shadow docket • Federal agencies' rule-making power

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Concept	Standard	Text	Example
	HS.C.PI.6	Analyze and evaluate a landmark United States Supreme Court case addressing principles of federalism.	Examples include, but not limited to: <ul style="list-style-type: none"> • Separation of powers • Republican government • Voting rights • Individual rights
	HS.C.PI.7	Compare core documents associated with the protection of individual rights.	Examples include, but not limited to: <ul style="list-style-type: none"> • The U.S. Bill of Rights • The 14th Amendment • Article I of the Oregon Constitution • Dept. of Education Title VI and Title IX • Universal Declaration of Human Rights • International Covenant on Civil and Political Rights • Convention on the Elimination of All Forms of Racial Discrimination
Identity, Roles, Responsibilities (C.IR)	HS.C.IR.8	Using primary sources from multiple perspectives, discuss and debate the central ideas of the government of the United States and Oregon.	Examples include, but not limited to: <ul style="list-style-type: none"> • Popular sovereignty • Tribal sovereignty • Limitations of rights based on race, gender, and age • Constitutionalism • Republicanism • Federalism • Individual rights • The social contract • Natural rights
	HS.C.IR.9	Describe the civic behaviors that promote and strengthen a pluralistic democracy.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cooperation and compromise • Joining an organization or participating in the community • Engaging with multiple perspectives • Civic activism • Critical Thinking • Journalism • Voting in elections • Military Service • Volunteering • Holding public office

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Concept	Standard	Text	Example
	HS.C.IR.10	Analyze how political parties, interest and community groups, corporations, and mass media influence the beliefs and behaviors of individuals, and the policies and laws adopted by local, state, and national governments.	Examples include, but not limited to: <ul style="list-style-type: none"> • Advertising • Fund raising • Grassroots & Astroturfing • Lobbying • Campaign Contributions
	HS.C.IR.11	Identify and explain the roles and responsibilities of branches and agencies responsible for the foreign policy of the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Wars • Trade • Treaties • Diplomacy
Democratic Principles (C.DP)	HS.C.DP.12	Using primary sources from multiple perspectives, identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and the realities of American political and civic life for traditionally underrepresented groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • Women’s rights organization: National Organization of Women • Black Power Organizations: Black Panther Party • Chicano Movement: La Raza Unida Party • LGBTQ2IA+: Human Rights Campaign • Native American: American Indian Movement • People with Disabilities: American Association of People with Disabilities • Asian American: Asian American Political Alliance • Jewish American: Anti-Defamation League
	HS.C.DP.13	Argue and defend positions on contemporary issues in which foundational ideas or values are in tension.	Examples include, but not limited to: <ul style="list-style-type: none"> • Majority Rule and Individual Rights • Popular vote and Electoral College • Liberty and Equality • Equity and Equality • Individual Rights and Community Interests • Freedom and Security
	HS.C.DP.14	Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or context.	Examples include, but not limited to: <ul style="list-style-type: none"> • Employment discrimination • Healthcare disparities • Environmental impacts • Educational inequities

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Concept	Standard	Text	Example
	HS.C.DP.15	Identify and evaluate the effect of the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for expanding and protecting civil rights.	Examples include, but not limited to: <ul style="list-style-type: none"> • Oregon Constitution: Article I Sec. 1-20 • Oregon Constitution: Article II Sec. 6 • Oregon Constitution: Article II XV Sec. 8 • US Constitution: Article 1 Sec. 2 • US Constitution: Article 4 Sec. 2 • Amendments to US Constitution
	HS.C.DP.16	Identify the requirements and process for voting.	Examples include, but not limited to: <ul style="list-style-type: none"> • Citizenship, age, residency • Registration and process • Mail and in-person ballots and voter guides • Absentee Voting • Counting and certification
Civic Engagement (C.CE)	HS.C.CE.17	Explain how active citizens and political or social movements can affect the lawmaking process locally, nationally, and internationally.	Examples include, but not limited to: <ul style="list-style-type: none"> • Advocacy and lobbying • Social/political movements • Civil disobedience • Litigation and legal advocacy
	HS.C.CE.18	Identify and assess the planning and methods groups facing discrimination used to achieve access to voting, as well as expansion of rights and liberties from 1865 to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • Women’s rights • Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ2IA+) Civil Rights Movement • Disability rights and justice movement • Environment movement • Health and rights of workers • Native American rights, self-determination, sovereignty
	HS.C.CE.19	Compare the debate over a public policy issue from the past with a contemporary issue and evaluate the role of political parties, interest groups, social movements, and media in influencing public opinion.	Examples include, but not limited to: <ul style="list-style-type: none"> • Labor • Environment • Disability rights • Voting • Education

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Geography (HS.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	HS.G.GR.1	Use geographic tools, various kinds of maps, and geospatial technologies to examine geographic components of past and current world events or to solve geographic problems.	Examples include, but not limited to: <ul style="list-style-type: none"> • GIS, GPS, Remote sensing • Natural disasters • Humanitarian crises • Climate change • Global pandemics • War
Migration and Movement (G.MM)	HS.G.MM.2	Analyze recent voluntary and forced migration patterns to identify and understand the push and pull factors and their effect on people and places.	Examples include, but not limited to: <ul style="list-style-type: none"> • Conflicts and violence • Economic hardship and opportunities • Environmental degradation • Climate change • Persecution and discrimination • Family reunification • Freedom and justice • Political and social response to immigration
	HS.G.MM.3	Investigate and analyze how political and economic decisions determine the settlement patterns of human populations, including the removal and segregation of communities in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Westward expansion of the United States • Dispossession of Indigenous lands • Creation of urban ghettos and food deserts • The Great Migration • Practice of redlining • Oregon’s Vanport and “Sundown Towns” • Development of suburbs • Development of the “Sunbelt” • Land use policy and rural areas • Gentrification
	HS.G.MM.4	Investigate and analyze the migration and settlement patterns of human populations, including the removal and segregation of communities in past and in current societies globally.	Examples include, but not limited to: <ul style="list-style-type: none"> • Relocation due to infrastructure projects • War refugees and displaced persons • Expulsion and removal for “ethnic cleansing” • Discrimination, prejudice, and racism • Response to natural disaster or environmental degradation

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Concept	Standard	Text	Example
	HS.G.MM.5	Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices including religious beliefs, economic exchange, and languages.	Examples include, but not limited to: <ul style="list-style-type: none"> • Urbanization • Increased mobility • Expansion of trade networks • Globalization of information • Religious and ideological movements
Human Interaction and Interconnection (G.HI)	HS.G.HI.6	Identify how interactions among societies are affected by geographical factors.	Examples include, but not limited to: <ul style="list-style-type: none"> • Bodies of water • Mountains • Deserts • Climate • Presence or scarcity of natural resources • Population density
	HS.G.HI.7	Assess the effect of human settlement activities on the environmental and cultural characteristics of specific places and regions.	Examples include, but not limited to: <ul style="list-style-type: none"> • Size and density of the population • Ethnic and religious makeup • Language • Art and Music • Values associated with land use such as stewardship vs. ownership • Architecture and infrastructure • Political organization
	HS.G.HI.8	Identify examples of conflict and cooperation involving the use of land and natural resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Border disputes over natural resources such as water • Wars, including acts of genocide, for the acquisition of land • Agreements and settlements to share resources • International immigration policies
Human Environmental Interaction (G.HE)	HS.G.HE.9	Explain how technological developments, societal decisions, and personal practices influence global resource consumption patterns, conservation, and environmental sustainability.	Examples include, but not limited to: <ul style="list-style-type: none"> • International shipping • Development of highway systems • Individual automobile ownership • Residential zoning decisions • Technology and alternative energy resources

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Concept	Standard	Text	Example
	HS.G.HE.10	Evaluate efforts at the local, national, or international level to address the use of limited or environmentally harmful resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Campaigns to alter consumption patterns • Approaches to land and resource stewardship • Assessment of carbon footprint • Mitigation and adaptation strategies • International summits on climate
	HS.G.HE.11	Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Native American Tribal lands and reservations • Sovereignty and autonomy • Indigenous lands and corporate extraction contracts • Voluntary or forced migration • Establishment of political boundaries

Economics (HS.E)

Concept	Standard	Text	Example
Micro and Macro Economics (E.MI)	HS.E.MI.1	Define supply and demand and explain the factors that determine the production and distribution of goods and services in a market economy.	Examples include, but not limited to: <ul style="list-style-type: none"> • Supply and demand dynamics • Prices, profits, and competition • Government policies and interventions • Consumers and producers
	HS.E.MI.2	Create and explain economic models of supply and demand.	Examples include, but not limited to: <ul style="list-style-type: none"> • An economic graph showing supply and demand • Identifying determinants of supply and demand • Shifting curves on a diagram or graph
	HS.E.MI.3	Analyze the effects of shortages and surpluses on supply and demand.	Examples include, but not limited to: <ul style="list-style-type: none"> • Effects on prices • Consumer behavior • Incentives for suppliers • Illegal markets • Innovation • Government intervention

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Concept	Standard	Text	Example
	HS.E.MI.4	Explain and give examples of the roles the government may play in a market economy.	Examples include, but not limited to: <ul style="list-style-type: none"> • Provision of public goods and services • Redistribution of income • Protection of property rights • Resolution of market failures • Government bailouts • Setting interest rates • Tax incentives
	HS.E.MI.5	Explain the role of banks and other financial institutions in the market economy of the United States and analyze the reasons for banking crises.	Examples include, but not limited to: <ul style="list-style-type: none"> • Intermediaries between savers and borrowers • Payment services • Risk management • Liquidity shortages • Asset quality issues • Regulatory failures
	HS.E.MI.6	Describe the intent and functions of the Federal Reserve System.	Examples include, but not limited to: <ul style="list-style-type: none"> • Monetary Policy • Bank Regulation • Payment Systems • Financial Stability
	HS.E.MI.7	Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP), and unemployment from 1865 to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • Financial panics of 1873 and 1893 • Roaring Twenties • Great Depression • Post WWII economic growth • Great Recession
Incentives, Choice, and Consumer Behavior (E.IC)	HS.E.IC.8	Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.	Examples include, but not limited to: <ul style="list-style-type: none"> • Buying decisions • Long-term financial planning • Maximizing utility • Minimizing inefficiencies

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Concept	Standard	Text	Example
	HS.E.IC.9	Analyze the effect of global events such as wars and technological developments on industry and consumers.	Examples include, but not limited to: <ul style="list-style-type: none"> • Consumer demand • Raw materials • Supply chains • Innovation and productivity • Government interventions
	HS.E.IC.10	Describe the potential intended and unintended benefits and negative consequences of government economic programs and policies on the welfare and well-being of individuals and groups including traditionally underrepresented groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • American Indian/Alaska Native/Native Hawaiian • Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent • Immigrants or refugees • Various religious identities • Lesbian, gay, bisexual, and transgender identities
Specialization, Trade, Interdependence (E.ST)	HS.E.ST.11	Analyze the role of comparative advantage in the international trade of goods and services.	Examples include, but not limited to: <ul style="list-style-type: none"> • Specialization and efficiency • Mutual gains through trade • Supply chain interdependence • Political and social response
	HS.E.ST.12	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	Examples include, but not limited to: <ul style="list-style-type: none"> • Number of producers • Level of consumer choice • Product differentiation • Price and non-price competition • Allocation of resources • Barriers to entry
	HS.E.ST.13	Explain how international economic trends and policies affect political, social, and economic conditions in various nations.	Examples include, but not limited to: <ul style="list-style-type: none"> • Political stability • Social welfare • Environmental and resource development • Interdependence • Migration

Concept	Standard	Text	Example
	HS.E.ST.14	Summarize the role and effect of economic institutions within market economies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Students may investigate examples of economic institutions such as, but not limited to • Labor unions • Multinationals • Nonprofit organizations
	HS.E.ST.15	Analyze the effect on national and global markets of the use of slavery and other exploitative labor systems in the development of the U.S. infrastructure, wage competition, trade, and standards of living.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indenture • Peonage • Convict leasing • Sharecropping • Bracero program and Migrant labor • Chinese Immigrant labor • Contemporary prison labor

US History (HS.US)

Concept	Standard	Text	Example
Continuity and Change (US.CH)	HS.US.CH.1	Analyze social, political, and economic continuity and change following the Civil War and Reconstruction (1865-1896) with attention to how post-war policies and actions affected traditionally underrepresented groups and individuals.	Examples include, but not limited to: <ul style="list-style-type: none"> • The need for federal troop presence in the South • Intent and implications of the 13th, 14th, and 15th Amendments and the idea of a “second founding” • Freedmen’s Bureau and organizations for Black equality • Establishment and expansion of Freedmen’s towns • Accomplishments and limitations of Radical Reconstruction • Continued expansion and settlement on Indigenous lands • Growth of industry and labor tensions
	HS.US.CH.2	Using primary sources from multiple perspectives, identify and analyze developments in the growth of the US economy, the changing role of government, and efforts of individuals and organizations attempting to reduce political, economic, and social inequalities in the 20th century.	Examples include, but not limited to: <ul style="list-style-type: none"> • Economic policies and labor unions • Progressive Era reforms and regulations • New Deal and Great Society Programs • Women’s suffrage and Civil Rights • Activism for LGBTQ2SIA+ Equality

Concept	Standard	Text	Example
	HS.US.CH.3	Analyze the foreign policy statements of the United States to trace the changing role of United States intervention in global affairs from 1823 to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • Washington’s Farewell Address • Monroe Doctrine • Interventionism • Isolationism • Roosevelt Corollary • “Making the world safe for democracy.” • Good Neighbor Policy • US interventions in Latin America • Truman Doctrine • Kennedy Doctrine • Containment • Bush Doctrine
	HS.US.CH.4	Identify and analyze the consequences of significant events and developments in technology on American society and culture from 1865-present:	Examples include, but not limited to: <ul style="list-style-type: none"> • Industrialization and assembly lines • Automobiles • Electricity and communication • Wartime mobilization • Leisure time • Medical discoveries • Sanitation systems • The Internet
Conflict and Cooperation (US.CC)	HS.US.CC.5	Analyze primary sources from multiple perspectives to develop an argument about how the conflict between traditionalism and modernity in the early 20th century generated both progress and backlash on issues of justice and equality.	Examples include, but not limited to: <ul style="list-style-type: none"> • Harlem Renaissance and Modern Art • Shifting immigration patterns and Great Migration • Reemergence of the Ku Klux Klan • Increasing role of women in the workplace • Debates over evolution and role of religion in public life • The visibility of same-sex (LGBTQ2SIA+) relationships • Prohibition and the “Jazz Age”

Concept	Standard	Text	Example
	HS.US.CC.6	Identify global conflicts and compromises to evaluate actions of the United States as an emerging global power between 1890-1945.	Examples include, but not limited to: <ul style="list-style-type: none"> • Acquisition of lands beyond North America • Spanish-American War • Military Interventions in the Western Hemisphere • World War I • League of Nations • Economic Intervention and cooperation • WWII • United Nations
	HS.US.CC.7	Analyze how the differing ideologies and policies of the United States and the Soviet Union contributed to conflict and cooperation in multiple continents during the Cold War Era between 1945-1991.	Examples include, but not limited to: <ul style="list-style-type: none"> • Military Interventions • Economic intervention and cooperation • Clandestine or covert operations • NATO (North Atlantic Treaty Organization) • Warsaw Pact • International Monetary Fund • Peace Corps
	HS.US.CC.8	Identify how Cold War tensions between the United States and the Soviet Union shaped domestic attitudes, culture, and policies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Anti-Communism campaigns • Nationalism and Patriotism • Nuclear anxiety • Military spending • Space Race • Propaganda
	HS.US.CC.9	Analyze examples of US intervention, conflict, and compromise between the United States and other nations, groups, and individuals in the post-Cold War Era.	Examples include, but not limited to: <ul style="list-style-type: none"> • Kuwait and Iraq • Somalia • Haiti • Bosnia and Kosovo • Iraq • Afghanistan • UN Missions

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Concept	Standard	Text	Example
Cause and Effect (US.CE)	HS.US.CE.10	Evaluate the actions and methods groups facing discrimination used to achieve expansion of rights and liberties from 1865-present.	Examples include, but not limited to: <ul style="list-style-type: none"> • Mutual aid societies • Identity-based social organizations • Political organizations • Economic decisions • Civil disobedience and protest • State and federal legislation • Supreme Court challenges
Cause and Effect (H.CE)	HS.US.CE.11	Using primary source images, data, and documents, describe the causes of immigration to the United States and identify the domestic social and political responses to migration and immigration in the United States from the 19th century to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • Nativism • Anti-Irish discrimination • Chinese Exclusion Act • “Gentleman’s Agreement” • 1921 and 1924 quota systems • Bracero Program • 1965 Immigration Act • 1980 US Refugee Act • 2018 Executive Order 13780
Communities and Pluralism (H.CP)	HS.US.CP.12	Examine how underrepresented groups, including those identifying by race, ethnicity, gender, sexual orientation, and religion viewed themselves and contributed to the identity of the United States in the world from 1865-present.	Examples include, but not limited to: <ul style="list-style-type: none"> • American Indian/Alaska Native/Native Hawaiian • Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent • Immigrants or refugees • Various religious identities • Lesbian, gay, bisexual, and transgender identities
	HS.US.CP.13	Using the Tribal History/Shared History resources and other primary and secondary documents, analyze and explain the histories of the American Indian/Alaska Natives and the history of Native Hawaiians in Oregon to examine the effect of state and federal actions and policies on Tribal populations, rights, and culture.	Examples include, but not limited to: <ul style="list-style-type: none"> • 1871 Indian Appropriations Act • Boarding School Era • Dawes Act (1887) • Indian Reorganization Act • Treaties and federal policies • Sovereignty and Gov-Gov relations • Tribal Termination and relocation • Tribal Restoration

Concept	Standard	Text	Example
			<ul style="list-style-type: none"> American Indian Movement Land Back Movement Indian Water Rights
	HS.US.CP.14	Examine the perspectives of survivors of Indigenous genocide, Black communities destroyed by violence, and other human rights violations utilizing primary sources from multiple perspectives including written and recorded survivor testimonies.	Examples include, but not limited to: <ul style="list-style-type: none"> Oregon’s Trail of Tears Tulsa Massacre Japanese Internment Stonewall Uprising War refugees Holocaust and other genocides
	HS.US.CP.15	Analyze the long-term consequences of the Jim Crow era (1870s–1960s).	Examples include, but not limited to: <ul style="list-style-type: none"> Legal and social failures to guarantee racial equality Promulgation of white supremacy State and vigilante violence targeted at individuals and communities The role of racist groups like the Ku Klux Klan Black leaders and organizations working for Civil Rights and equality
	HS.US.CP.16	Assess the role and consequences of antisemitism in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> Religious foundations of antisemitism Historical and contemporary stereotypes Exclusion of Jews and white supremacy Response to persecution in Nazi Germany Immigration restrictions Media and propaganda portrayals of victims
	HS.US.CP.17	Analyze the role of religion in shaping social, cultural, and political developments in the United States during the 20 th century.	<ul style="list-style-type: none"> Examples include, but not limited to: Social movements Cultural values Political ideologies Public policies
	HS.US.CP.18	Analyze the origins, evolution, and goals of the movement for Black equality from 1865 to the present, including examples of the social and political resistance to integration and equality.	Examples include, but not limited to: <ul style="list-style-type: none"> Civil & political initiatives during Reconstruction 1865-1877 Participation in segregated military Black activists and leaders 1865-1968 Black Organizations 1900-Present Responses to violence

Concept	Standard	Text	Example
	HS.US.CP.19	Identify and analyze political, social, and intellectual movements in the post-WWII United States that challenged discrimination and changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.	Examples include, but not limited to: <ul style="list-style-type: none"> • Women’s rights • Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement • Chicano • Combatting antisemitism • Disability rights movement • Environment movement • Health and rights of workers • Native American rights, self-determination, sovereignty

World History (HS.WR)

Concept	Standard	Text	Example
Continuity and Change (WR.CH)	HS.WR.CH.1	Analyze the development of political identity associated with the nation-state and nationalism.	Examples include, but not limited to: <ul style="list-style-type: none"> • French Revolution • Haiti • Gran Columbia • German Unification • Zionism • Arab Nationalism • Indian Nationalism • Ghana/Gold Coast • Kenya
	HS.WR.CH.2	Analyze the political, social, and economic causes and effects of industrialization in Europe and North America between 1850 and the present	Examples include, but not limited to: <ul style="list-style-type: none"> • Migration • Industrial pollution • Labor unions • Class stratification • Cosmopolitan cities • Expansion of citizen rights • Total War • Multinational Corporations

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Concept	Standard	Text	Example
<p>Conflict and Cooperation (US.CC)</p>	<p>HS.WR.CC.3</p>	<p>Examine various means national and cultural groups used in attempts to combat the power of European Imperialism between 1750-1945.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Peru • Haiti • China • India • Hawaii • UNIA
	<p>HS.WR.CC.4</p>	<p>Analyze and assess how superpower rivalries created new political alliances, led to proxy wars, and resulted in the rise of international organizations from 1945-1991.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Cuba • China • Korea • Vietnam • Congo • NATO • Warsaw Pact
	<p>HS.WR.CC.5</p>	<p>Assess the effectiveness of organizations and institutions designed to foster collaboration, compromise, and development from 1945-present.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • United Nations • NATO • European Union • World Bank • World Trade Organization • Group of Twenty • African Union • MERCOSUR • APEC (Asia Pacific Economic Cooperation) • USMCA

Concept	Standard	Text	Example
	HS.WR.CC.6	Analyze methods used by state and non-state actors in efforts to decolonize, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945 to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • India • Vietnam • Algeria • Kenya • Ghana • Angola • Poland • East Germany (GDR)
	HS.WR.CC.7	Analyze causes and effects of political revolutions in multiple global regions from 1789 to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • France 1789 • Haiti 1791 • Latin American Wars of Independence 1808 • European revolutions of 1848 • Russia 1917 • Mexico 1917 • Vietnam 1945 • China 1949 • Cuba 1953 <i>Note-Years denote beginning of revolution</i>
Cause and Effect (US.CE)	HS.WR.CE.8	Determine the causes of World War I.	Examples include, but not limited to: <ul style="list-style-type: none"> • Militarism • Alliances • Industrialization • Nationalism
	HS.WR.CE.9	Analyze the political, social, economic, and cultural developments following World War I.	Examples include, but not limited to: <ul style="list-style-type: none"> • Communist and Socialist Political Parties • Role of Women • Rights of Colonial subjects • Technology • Traditional Religion • Race Relations

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Concept	Standard	Text	Example
Communities and Pluralism (H.CP)	HS.WR.CP.10	Identify the characteristics of fascism, militarism, and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Japan, Germany, and the Soviet Union during the 1920s and 1930s	Examples include, but not limited to: <ul style="list-style-type: none"> • Authoritarian Leadership • Militarism • Nationalism • Autarky • Totalitarian control • Corporate state • Expansionism and colonialism • Racist ideology • Propaganda • Surveillance • Terror
	HS.WR.CP.11	Determine the causes of World War II.	Examples include, but not limited to: <ul style="list-style-type: none"> • Nationalism • Weakness of League of Nations • Economic depression • Territorial ambition • Appeasement
	HS.WR.CP.12	Identify the causes and effects of Japanese, Soviet, and German colonial military occupation on civilians from 1910-1945.	Examples include, but not limited to: <ul style="list-style-type: none"> • Expansionism and colonialism • Ideological and racist motivations • Military strategy • War and genocide • Resistance and collaboration • Refugees and forced migration • Resilience and Long-term trauma
	HS.WR.CP.13	Analyze the political, social, economic, and cultural developments following World War II.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cold War • Decolonization • Ideological competition in Africa, Asia, and Americas • UN and international organizations • Civil Rights Movement • EEC and EU • Technological Advancements • Cultural exchange

Concept	Standard	Text	Example
	HS.WR.CP.14	Identify and explain the significance of the origins of antisemitism.	Examples include, but not limited to: <ul style="list-style-type: none"> • Anti-Judaism within Catholic and Protestant teachings. • Expulsion of Jews from various European countries • State-sponsored or sanctioned violence including pogroms • Laws limiting Jewish rights before the Nazi party • Eugenics and “Social Darwinism”
	HS.WR.CP.15	Explain the significant events, public policies, and experiences of the Holocaust.	Examples include, but not limited to: <ul style="list-style-type: none"> • Jewish life in Germany before and after the rise of the Nazi party. • The Nuremberg Laws and related laws limiting and eliminating Jewish and other identity groups’ rights (1933-1945) • Kristallnacht and rising violence against Jews and other identity groups • Invasion of Poland and creation of ghettos • Wannsee Conference and adoption of the Final Solution
	HS.WR.CP.16	Analyze primary documents to examine the role individual bystanders, collaborators, and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of resisters in opposing the Nazis and their policies within German-occupied territory.	Examples include, but not limited to: <ul style="list-style-type: none"> • Diaries and letters • Photographs and film • Government Documents • Witness testimony • Trial documents • Newspaper and magazine accounts
	HS.WR.CP.17	Evaluate the international community’s responses to the persecution of Jews and other identity groups during the Holocaust.	Examples include, but not limited to: <ul style="list-style-type: none"> • International response or non-response to Nazi racial laws • Evian & Bermuda conferences and anti-immigration policies • Appeasement and collaboration with German actions and policies • Public statements addressing violations and violence against Jews and other identity groups.

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Concept	Standard	Text	Example
	HS.WR.CP.18	Analyze the conditions and responses to genocides of the 20th century.	Examples include, but not limited to: <ul style="list-style-type: none"> • Herero & Nama • Armenian • Holodomor • Cambodia • Rwanda • Guatemala • Myanmar
	HS.WR.CP.19	Analyze efforts among nation-states and in the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust and other acts of genocide.	Examples include, but not limited to: <ul style="list-style-type: none"> • The Nuremberg trials • UN -Prevention and Punishment of the Crime of Genocide • UN Declaration of Human Rights • Tokyo Trials • International Criminal Tribunal for Former Yugoslavia • Argentina- Commission on Disappearance of Persons • Ecuador -The Truth Commission • Bangladesh-War Crimes Fact Finding Committee • Rwanda-National Unity and Reconciliation Commission • South Africa-Truth and Reconciliation Commission <p><i>Note-Additional examples are included in 6/7.C.DP.1</i></p>



Social Science Standards

First Read State Board of Education

May 16, 2024

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[Alexa Pearson](#) Director Standards and Instructional Supports
[Amit Kobrowski](#) Social Science Specialist

Social Science Standards



Oregon Department of Education

- **Legislation and Policy**
- **Panel and Development of Standards**
- **Significant Changes**
- **Public Engagement Survey**
- **Next Steps & Questions**

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Legislation and Policy

2017: [House Bill 2845](#)/[HB 2023](#): Ethnic Studies

2018: [Senate Bill 664](#): Holocaust and Other Genocides

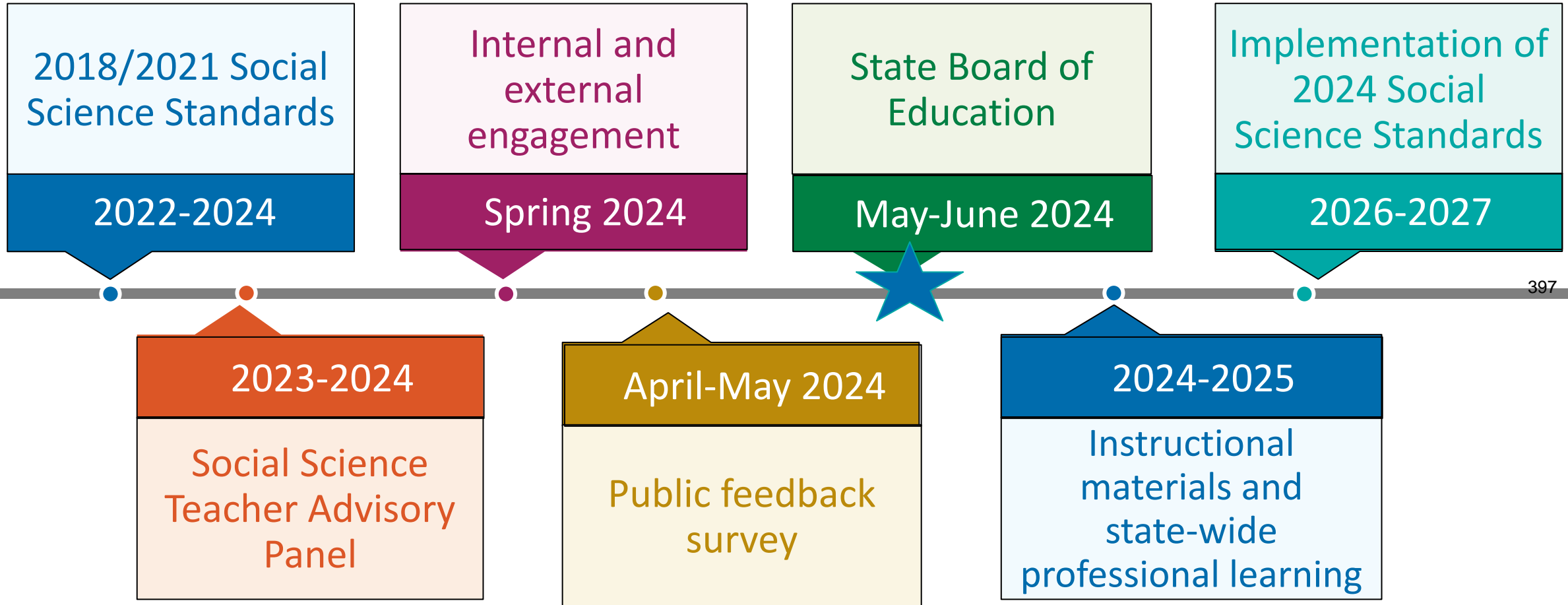
2021: [Senate Bill 513](#)/[Senate Bill 702](#): Strengthening Civics

2023: [House Bill 2905](#): Jewish Descent

2023: [Senate Bill 1050](#): Professional Learning for Social Science



Social Science Standards Timeline





Panel and Development of Standards 398

Social Science Panel

- Lincoln County School District
- Hood River School District
- Marshfield High School
- David Douglas School District
- Oregon Online School
- Reynolds School District
- Beaverton School District
- Tigard School District
- Multnomah ESD
- Central Curry School District
- Centennial School District
- Baker Charter Schools
- Salem -Keizer School District
- Lake Oswego School District
- Canyon School District
- Dallas School District



- Springfield School District
- Glide School District
- Malheur ESD
- Portland Public Schools
- Corbett School District
- Eugene School District
- Bend- LaPine School District ³⁹⁹
- Greater Albany Public Schools
- McMinnville School District
- Grants Pass School District
- Gresham Barlow School District
- Hillsboro School District
- North Santiam School District
- Oregon Charter Academy
- Eagle Charter School

Development of Standards: Guiding Principles

- Cultivates a student's **critical thinking** skills
- Improves **reading comprehension** by increasing students' content knowledge
- Celebrates **diverse viewpoints**, recognizing the influence of identity on experience and perspectives
- Nurtures students' **social and emotional skills**, fostering empathy, collaboration, and responsible citizenship
- Imparts knowledge about the **origins, establishment, and fundamental tenets** of the United States as a democratic republic

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Social Science Engagements and Consultations

Internal ODE Engagement

- Office of Indian Education
- Education Innovation and Improvement
- Educator Advancement Council
- Equity, Diversity, and Inclusion
- Office of Director Civil Rights

Community Engagements

- ACLU
- C-Geo
- Lewis and Clark College
- Oregon State University
- Southern Oregon University
- Western Oregon University
- Portland State University
- Pacific University
- SB 702 Engagements
- COSA Equity Leaders
- ODE Youth Engagement
- Center for Black Excellence
- Oregon Association of Student Council
- Civic Learning Project
- Next Up
- Oregon Historical Society
- Oregon Jewish Museum
- MESD
- Lane ESD

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Significant Changes

402

Key Shifts: Changes & Additions

- Introduction Added to Standards
- Content Specific Examples
- Additional K-5 Standards
- Learning Concepts
- Middle School Flexibility

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Key Additions: Informed By Legislation

- Guidance for Transformative Social Emotional Learning
- New Civics Standards
- Incorporation of Holocaust/Genocide Learning Objectives
- Adjustments to Financial Literacy in High School
- Integrated Tribal History/Shared History Lessons

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Example from Grade 1 History

New in
2024
standards



History (1.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	1.H.CH.1	Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.	Examples include, but not limited to: <ul style="list-style-type: none">• Day, week, month• Year, decade, century• Ago• BCE/CE• Time Immemorial
	1.H.CH.2	Describe how individual and group characteristics are used to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	Examples include, but not limited to: <ul style="list-style-type: none">• Stereotyping• Segregation and discrimination• Community pride• Celebrations• Inclusive policies• Cultural exchange 405
Cause and Effect (H.CE)	1.H.CE.3	Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.	Examples include, but not limited to: <ul style="list-style-type: none">• Family tree• Photo album• Interviews

Concept Coherence

Grade 2

Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.

- Fairness
- Justice
- **Equality**
- **Equity**
- Restorative

Grade 3

Describe how individuals and groups in the local community and region have functioned as changemakers for **equity, equality,** and freedom against bias, discrimination, racism, and oppression.

Grade 4

Examine the consequences of **power and privilege** on issues associated with poverty, income, and wealth accumulation.

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Tribal History Shared History

Grade 4

Utilize the [Social Science Tribal History Shared History](#) lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography.

Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States.

Grade 8

Utilize the grade 8 [Tribal History Shared History resources](#) and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler-colonialism.

Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.

Grade 10

Using the [Tribal History/Shared History](#) resources and other primary and secondary documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized tribal governments⁴⁰⁷

Using the [Tribal History/Shared History resources](#) and other primary and secondary documents, examine the effect of state and federal actions and policies on Tribal populations

Inclusion of Holocaust Concepts

SB 664 Learning Concept

(d) Stimulate students' reflection on the **roles and responsibilities** of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration.

2024 Standard

Grade 3 Explain the differences between allies and bystanders exploring **how individuals can promote democratic values** such as liberty, equality, and justice.

408

Grade 5 Explain the **ideas and actions of individuals and groups resisting** enslavement, indigenous genocide, and denial of equality and justice with connections to present-day issues.

Anti-Judaism and Antisemitism

6/7.H.CP.11

Investigate the historical origins and modern manifestations of anti-Judaism.

Note: anti-Judaism refers to the bias, discrimination, and violence experienced by Jewish individuals and communities throughout history. Antisemitism refers to the more modern pseudo-scientific attempt to justify anti-Judaism based on culture, ethnicity, or race.

Examples include, but not limited to:

- The Diaspora of 70 CE and medieval early anti-Judaism
- Spanish Inquisition and other persecutions and expulsions in Europe
- Social and economic stereotypes
- Religious intolerance
- 19th-century pseudoscience about race and national identity
- Pogroms
- Historical roots of the Holocaust
- **Modern antisemitism**

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Anti-Judaism and Antisemitism

6/7.H.CP.12

Identify the motivations and methods governments and other institutions use to create, reinforce, or address injustice and divisions in society.

Examples include, but not limited to:

- Racism
- Sexism
- Caste
- **Antisemitism**
- Stereotypes
- Prejudice
- Discrimination

HS.US.CP.16

Assess the role and consequences of **antisemitism** in the United States.

Examples include, but not limited to:

- Religious foundations of **antisemitism**
- Historical and contemporary stereotypes
- Exclusion of Jews and white supremacy
- Response to persecution in Nazi Germany
- Immigration restrictions
- Media and propaganda portrayals of victims

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Anti-Judaism and Antisemitism

HS.US.CP.19

Identify and analyze political, social, and intellectual movements in the post-WWII United States that challenged discrimination and changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.

Examples include, but not limited to:

- Women’s rights
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement
- Chicano
- **Combating antisemitism**
- Disability rights movement
- Environment movement
- Health and rights of workers
- Native American rights, self-determination, sovereignty

HS.WR.CP.14

Identify and explain the significance of the origins of **antisemitism**.

Examples include, but not limited to:

- Anti-Judaism within Catholic and Protestant teachings.
- Expulsion of Jews from various European countries
- State-sponsored or sanctioned violence including pogroms
- Laws limiting Jewish rights before the Nazi party
- Eugenics and “Social Darwinism”



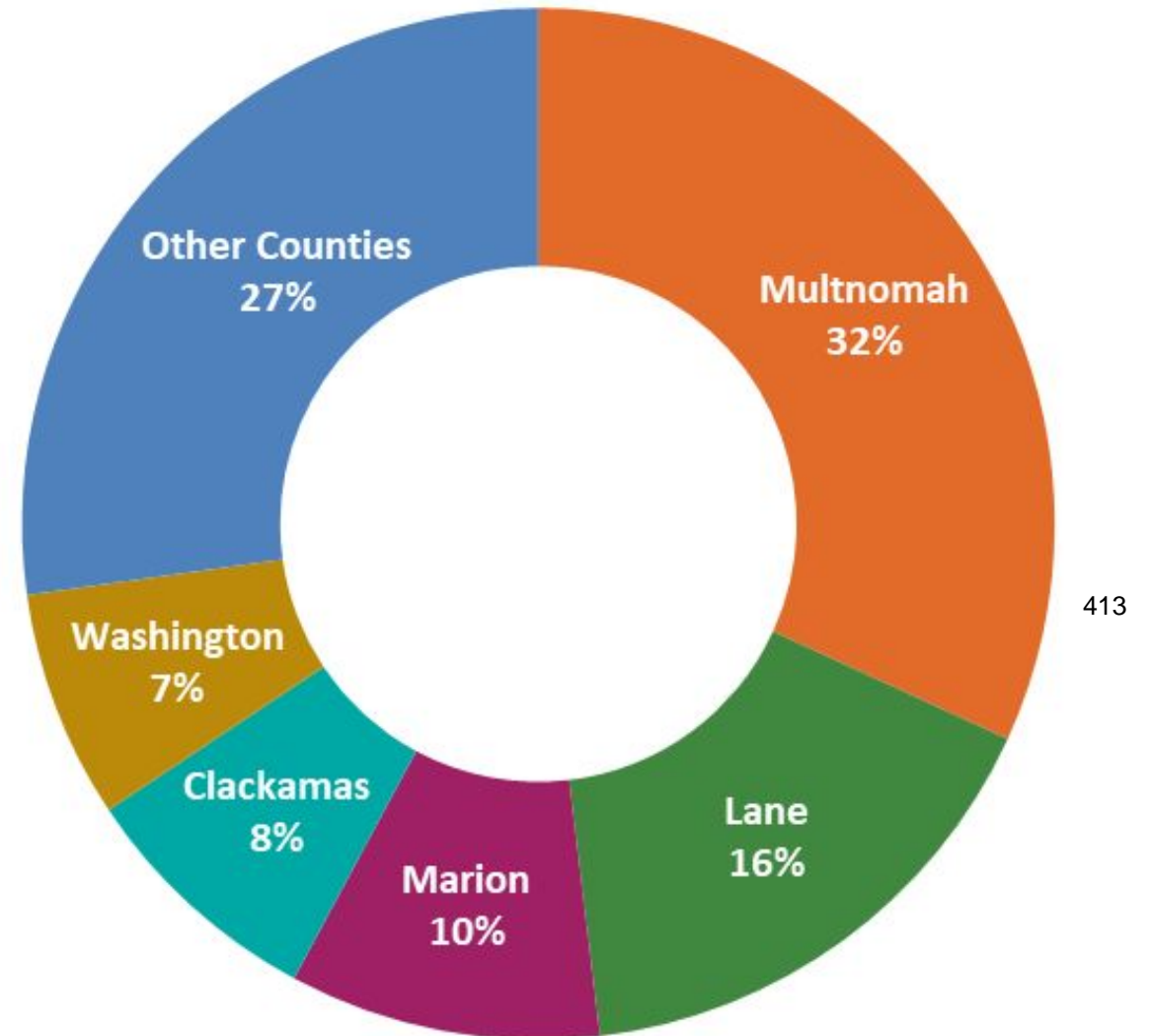
Public Engagement Survey

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Location of Respondents

22/36 Counties

“Other counties” with less than 4% of respondents include: Douglas, Polk, Jackson, Yamhill, Linn, Curry, Deschutes, Jefferson, Lincoln, Tillamook, Umatilla, Baker, Benton, Clatsop, Coos, Josephine, and Malheur.



Public Engagement Feedback

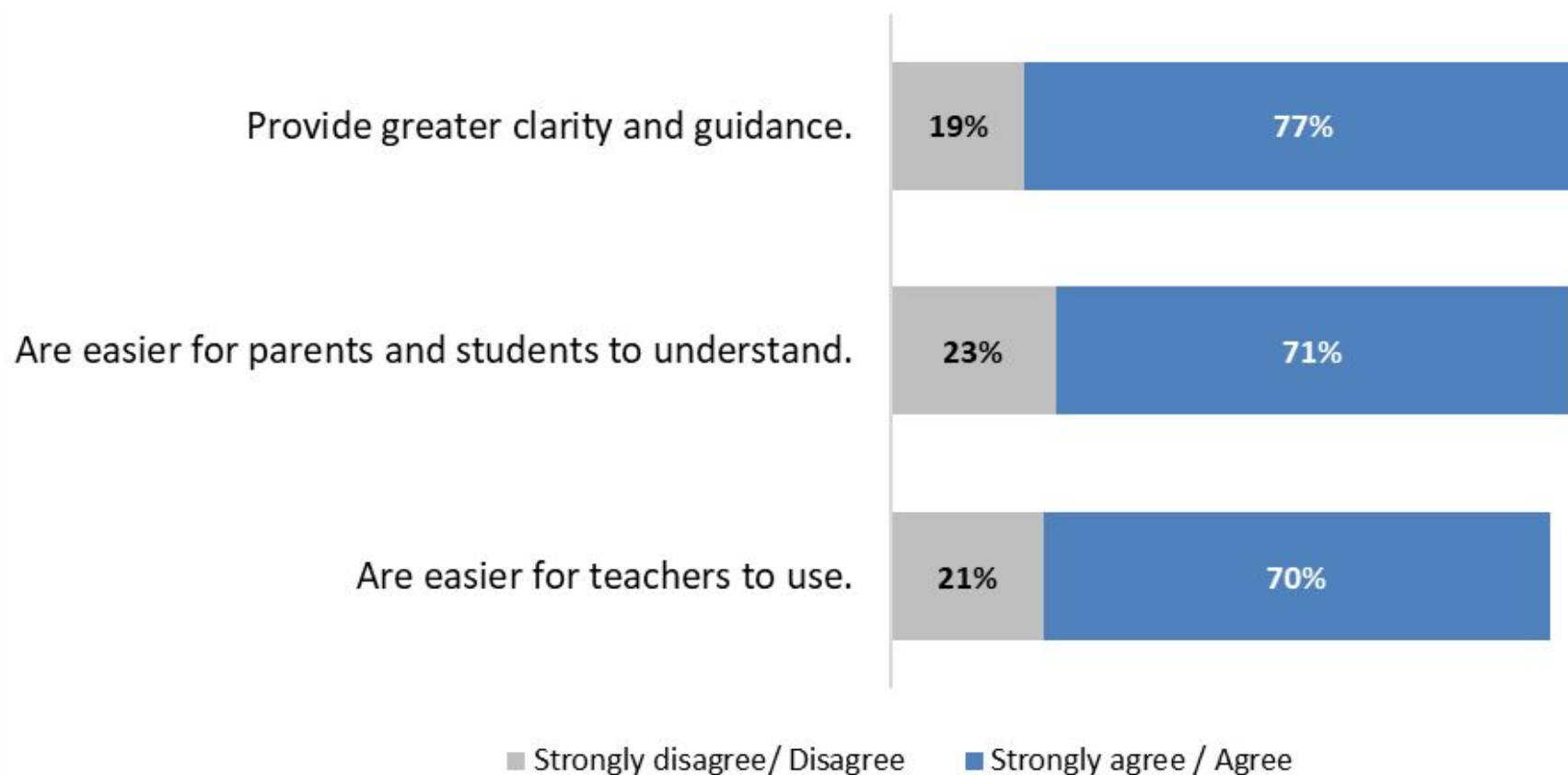
Survey items asked participants their opinion on the following areas:

- Overall improvement from previous standards
- Positive difference for students
- Ease of understanding and implementation
- Breadth and depth of content and skills
- Provide a strong foundations for specific social science domains

Respondents were also asked to give feedback on specific standards

414

Respondents agreed these standards are easier to understand and implement

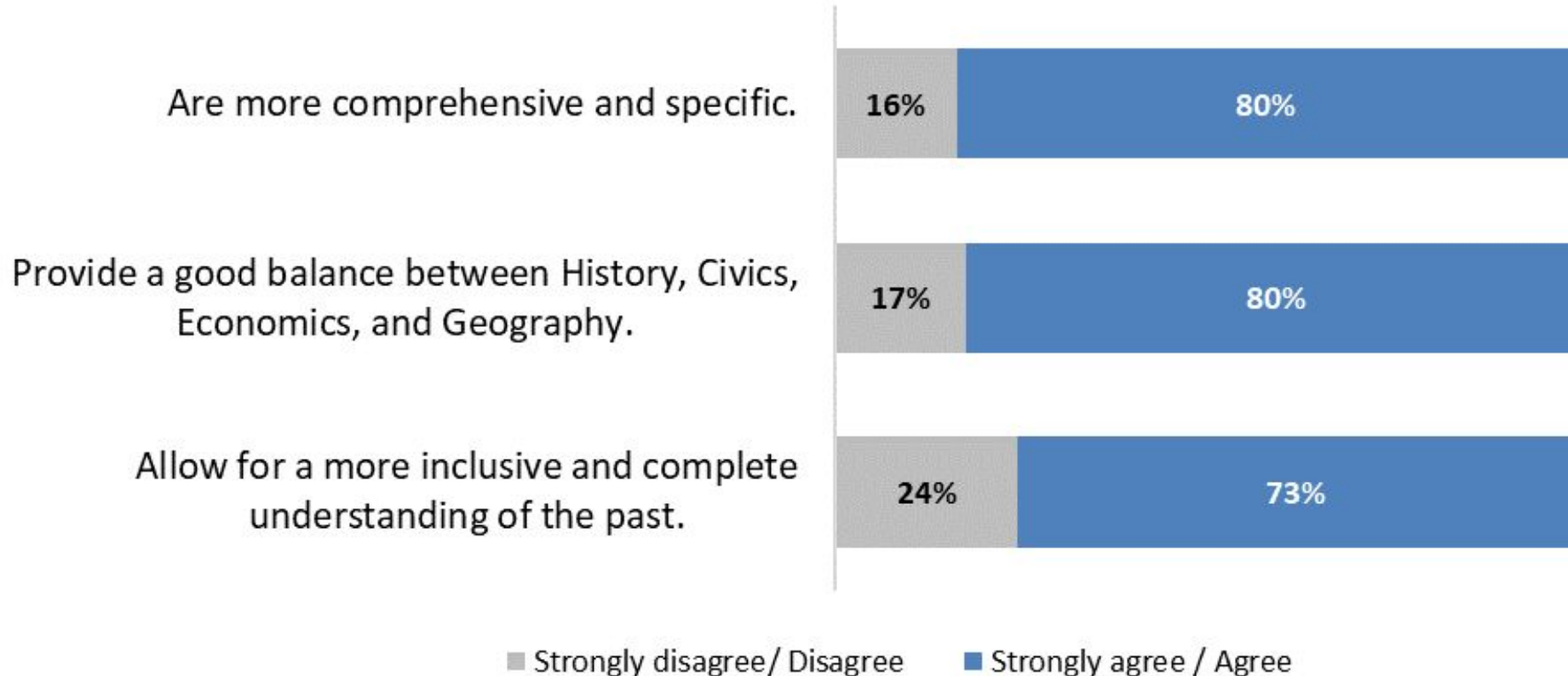


415

N = 1

Note: Total does not add up to 100% due to 'not applicable' responses

Respondents agreed standards comprehensive and balanced, inclusive and allow for a more complete understanding of the past



416

N = 154

Note: Total does not add up to 100% due to 'not applicable' responses

Oregon Department of Education

Respondents agreed the content standards provided a strong foundation for each social science domain

The civics standards provide a strong foundation for understanding the fundamentals of democracy.



The geography standards provide a strong foundation for understanding place and the relationship between humans and their surrounding environment.



The economics standards provide a strong foundation for understanding the role of individuals, business, and governments in the function of markets.



The history standards provide a strong foundation for examining the past to better understand the world today.



The essential social science skills and practices provide a strong foundation for building and reinforcing critical thinking, analysis, and an appreciation of multiple perspectives.



■ Strongly disagree / Disagree ■ Strongly Agree / Agree

N = 152

Note: Total does not add up to 100% due to 'not applicable' responses

417

Respondents agree the new standards are an overall improvement and will make a positive difference for students

Are an improvement to the required 2018 standards or the optional 2021 standards.



Will make a positive difference for students.



418

■ Strongly disagree/Disagree ■ Strongly agree/Agree

N = 154

Note: Total does not add up to 100% due to 'not applicable' responses

Feedback Themes: Clear and Inclusive

Clarity and Specific Examples

“They include specific examples and cover a lot of material.”

- Middle School Educator

“They are more specific, better organized, and that we have examples of topics to cover to meet that standard. I also like that Native curriculum is more prevalent in all domains.”

- High School Educator

Inclusiveness and Representation

“They specifically push teachers to teach about the experiences of people who are not White.”

- High School Educator

“[I appreciated the] history and perspectives of people of color, representation in the curriculum that isn't just slavery/ oppression.”

- Community Member

Feedback Themes: Implementation

“I like that they are user friendly for any member of the community to read and understand. I like that a new teacher would be able to also have an idea of what to teach when reading the standards.”

- Middle School educator

“Overall, these are a strong step forward, But I fear school districts will avoid teaching well rounded histories and multiple voices.”

- Middle School Educator

“There should be regional input.”

- Parent/Caregiver

“Includes topics that do not match our values.”

- K-12 Administrator

“We are not allowed any time to teach social studies.”

- Elementary School Educator

“There are so many standards that they almost become meaningless and/or near impossible for a teacher to genuinely assess each student's growth in every relevant standard for a class.”

- High School Educator

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Revisions After Feedback



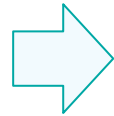
ODE convened an internal workgroup to analyze, process, and incorporate feedback from public comment and other engagement opportunities.

- Examples added for each standard
- Increased emphasis on primary documents
- Adjustments to standards and examples

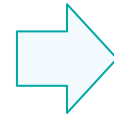
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Next Steps: Social Science Standards

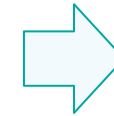
ODE will continue to incorporate feedback from Board and revise guidance to the standards



Second read of the standards at the June 2024 Board meeting



ODE will develop supplemental guidance and learning opportunities for districts



All school districts will implement the Social Science Standards for 2026-2027 school year



Oregon Department of Education

Questions

[Alexa Pearson](#) Director
Standards and Instructional
Supports

[Amit Kobrowski](#) Social Science
Specialist

Oregon State Board of Education

MAY 16, 2024

AGENDA ITEM: 7.E.

<p>SUBJECT: Native Hawaiian/Pacific Islander Student Success Grant Program Permanent Rules; Temporary OAR 581-017-0850 to 017-0875</p> <p>STAFF NAME & OFFICE: Carol K. Matsuzaki, Native Hawaiian/Pacific Islander Student Success Coordinator, Office of Equity Diversity and Inclusion</p> <p>During the 2023 legislative session, the Oregon Department of Education was provided \$2M in funding through House Bill 3144 for a grant program which supports the implementation of the Native Hawaiian/Pacific Islander Student Success Plan strategies. The requested permanent rule set will allow for the grant program's establishment and implementation. The rule language is rooted in 8 community engagement sessions, Rules Advisory Committee feedback, and an internal ODE review. This is the first time that this rule set is being presented for permanent rules.</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>
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BACKGROUND

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

1. History:
 - a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?
 - i. The passage of House Bill 3144 (HB 3144) during the 2023 legislative session provided funding for the implementation of the Native Hawaiian/Pacific Islander Student Success Plan (NHPI SSP), the assembly of a statewide advisory group, and \$2 Million for the creation of the grant program. The permanent rules being presented today will allow for the establishment and implementation of the grant program.
 - b. What is the current requirement in rule or statute?
 - i. ORS 329.849 and HB 3144 (2023) are the statutory base for the currently adopted temporary OARs (OAR 581-017-0850 to 581-017-0875) for this grant program.
 - c. Why is this rule being brought forward right now?
 - i. To adopt permanent rules for the establishment and implementation of the grant program, before temporary rules expire on August 13, 2024.
2. Purpose
 - a. What function does the current rule hold?
 - i. The temporary rules (OAR 581-017-0850 to 581-017-0875) set out requirements for the grant program. Temporary rules expire on August 13, 2024.
 - b. How long has the rule been in place?

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The feedback provided is inclusive of student, parent, grandparent, advocate and educators voices.

- e. What additional information does the Board need prior to moving forward?
Permanent rules are being proposed in order to allow the Department to begin the grant application process as soon as possible thus ensuring that program funds can be allocated during the 2023-2025 biennium. Permanent rules are necessary to ensure there is not a period of lapse between when the temporary rules expire on August 13, 2024.

SUMMARY OF PREVIOUS BOARD ACTION

- 1. Has this been before the board before? If so, what action did the board take?
Temporary OARs have been presented and were adopted by the board in February 2024.

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:

There are no changes to the temporary rules.

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?
Through the community engagement processes described above, ODE has engaged with Native Hawaiian/Pacific Islander (NHPI) advocates across the state and in a variety of contexts.
 - b. Who are the historically underserved groups affected?
The plan is designed to support Native Hawaiian/Pacific Islander students. The community engagement sessions highlighted that NHPI students have not been served and therefore are un-served, and consequently, their needs must be uplifted.
 - c. Has there been consultation or collaboration with tribes in this rule change or policy decision?
There has not been any official tribal consultation or collaboration conducted.
 - 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?

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The development and presentation of a permanent rule set to implement the NHPI SSP grant program is evidence.

2. Negative/Positive Effects

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

The department is hopeful that this ruling will lead to increased programming to support Native Hawaiian/Pacific Islander students and families across the state as well as allow the state to identify best and promising practices for accomplishing the statutory objectives of the Native Hawaiian/Pacific Islander Student Success Plan (NHPI SSP) that can be scaled up and implemented across the state by Local Education Agencies to improve Oregon's education system.

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

The rule is designed to establish the parameters for distribution of Grants in Aid funding allocated by the Oregon Legislature for the purpose of identifying best and promising practices for accomplishing the statutory objectives of the Native Hawaiian/Pacific Islander Student Success Plan (NHPI SSP).

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

The program is designed to address the achievement gaps for NHPI students.

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

While all potential consequences are impossible to predict, through engagement with the community and ODE constituents, the team believes this rule set has been designed to eliminate all foreseeable unintended consequences.

- e. Does this rule advance the ESSA goals?

Yes

3. What are the barriers to more equitable outcomes, either:

- a. State or federally mandated?

- b. Political?

There may be opposition to the rule's focus on supporting NHPI students with some groups.

- c. Emotional?

Ongoing discrimination against NHPI students in the schools has been shown to have disproportionately higher negative academic and emotional outcomes, which may pose challenges to grantees and the youth they serve within program implementation.

- d. Financial?

- e. Programmatic?

- f. Language?

NHPI students and families often experience language barriers when filling out forms and receiving information from schools which leads to a lack of communication and understanding.

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g. Geography?

This OAR is intended to support grantees whose geographic region has fewer demonstrated support for NHPI students.

h. Size?

EQUITY IMPACT ANALYSIS

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

1. How are historically unserved populations impacted by this docket item?
 - a. Demonstrate how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.

This rule set is designed to support the needs of NHPI students and families and is based on community and internal ODE engagement.
 - b. Refer to *Policy Issue or Concerns* and identify the historically unserved populations affected. Conduct a reflection and examination, which will and should answer 1a. The Native Hawaiian/Pacific Islander populations will be affected by this rule set and through community engagement, a big takeaway was that many students are not under-served, they are in fact are un-served.
2. Examine the impact of the rule changes, policy, or action on historically unserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

The plan provides strategies and goals to work toward addressing the educational needs of plan students which the grant program will allocate funding for programming to support. The plan is being developed and aligned with legislative objectives outlined in HB 3144.
3. Explain how the rule change, policy or action works toward improving achievement, opportunities and a sense of worthiness for underserved students?

The NHPI SSP is designed to support the achievements, opportunities, and sense of belonging for NHPI students across Oregon. This grant program will allow for the implementation of programming in a wide array of local communities that will support the plan's strategies.

FISCAL ANALYSIS

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

1. How does the proposed rule fit within the budget of the agency?
 - a. Which units/divisions/offices will be impacted and how?
 - i. These permanent rules allow for the expenditure of Grants in Aid funding allocated to the agency for this purpose.

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- ii. The grant program funds will be allocated to eligible entities through the Office of Equity, Diversity, and Inclusion within ODE.
- 2. How does the proposed rule change impact school districts and ESDs?
The rule will provide Early Learning Hubs, providers of early learning services, school districts, Educational Service Districts, post-secondary institutions of education, Tribal governments, Community Based Organizations or a consortium of these entities, the opportunity to apply for funding for programming that achieves the objectives of the identify best and promising practices for accomplishing the statutory objectives of the Native Hawaiian/Pacific Islander Student Success Plan (NHPI SSP). Through the implementation of the NHPI SSP grant program, best and promising practices will be identified for the purpose of scaling across local education agencies throughout the state to improve Oregon educational systems to better serve NHPI youth.
- 3. How does the proposed rule change impact schools and other educational institutions?
These permanent rules set up a grant program that affirms Native Hawaiian/Pacific Islander students and helps address the needs identified in the NHPI SSP.
- 4. Does the proposed rule change impact other stakeholders?
Yes, the proposed rule will allow Early Learning Hubs, providers of early learning services, school districts, Educational Service Districts, post-secondary institutions of education, Tribal governments, Community Based Organizations or a consortium of these entities, the opportunity to apply for funding to support programming in their local community that align to the goals of the NHPI SSP.

EFFECT OF A “YES” OR “NO” VOTE

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

The temporary rules for this program expire on August 13, 2024. If the Board approves the permanent rules, the department will be able to move forward with the RFA process through both procurement and DOJ in a timely manner to allow grants to be provided during the 2023-2025 biennium. If the permanent rules are not approved during this meeting, for a second meeting and adoption at the June SBE meeting, it is unlikely that the RFA process for grants will be able to be completed during the 2023-2025 biennium.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: draft rules



Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

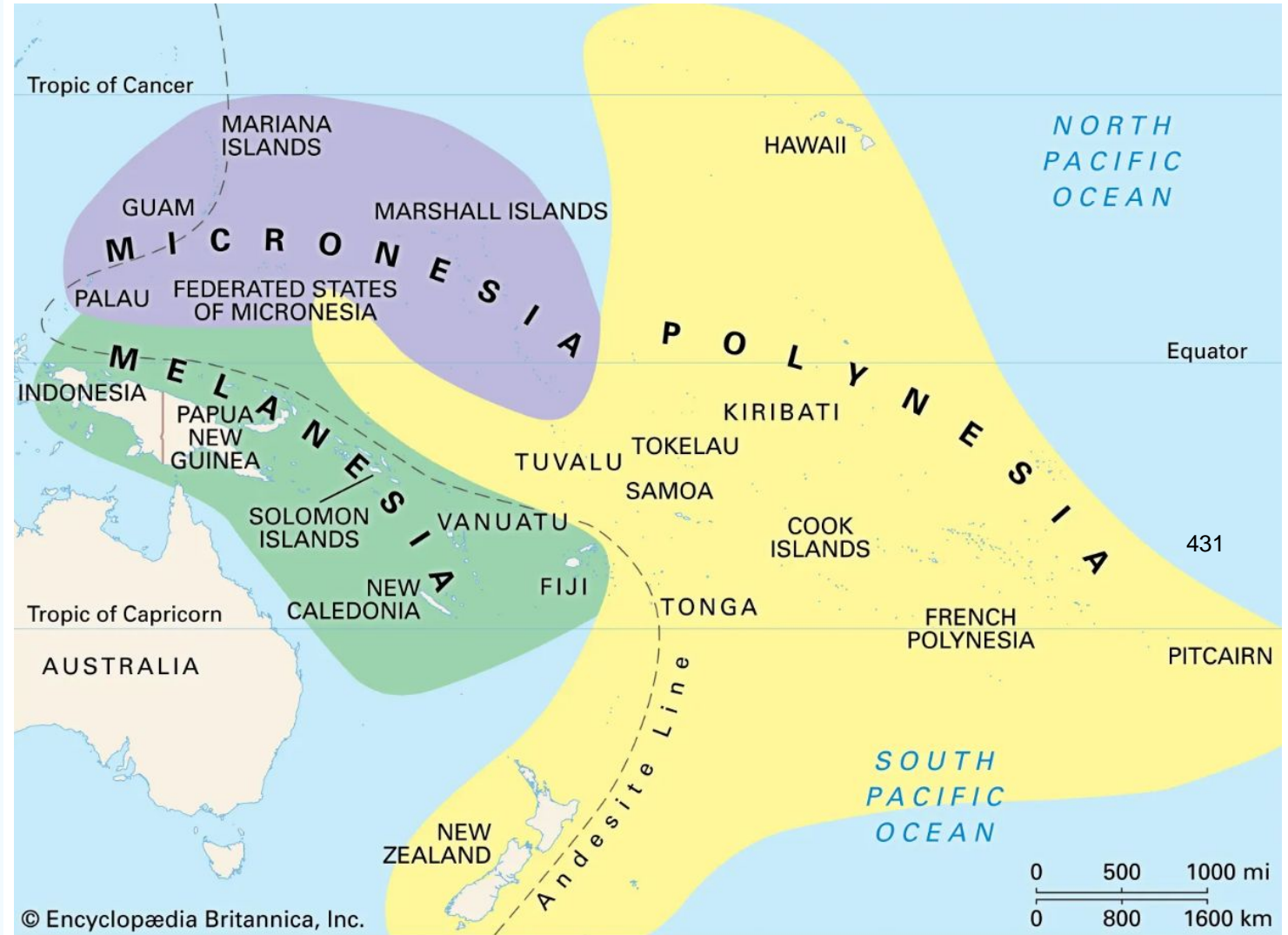
Carol K. Matsuzaki ('oia)

Office of Equity, Diversity and Inclusion

carol.matsuzaki@ode.oregon.gov

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Native Hawaiian/ Pacific Islander Student Success Plan Grant Program Permanent Rulemaking



Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Subject: Native Hawaiian/Pacific Islander Student Success Plan Grant Program

Concept: House Bill 3144 (2023) directs the Oregon Department of Education to develop and implement a statewide education plan for Native Hawaiian and Pacific Islander students.

Background:

- The Native Hawaiian/Pacific Islander Student Success Plan (NHPI SSP) is for use across all state and local entities.
- The NHPI SSP grant program will award grants to Early Learning Hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, Tribal governments, community-based organizations or a consortium of these entities to implement the strategies provided in the plan. 432
- The plan addresses:
 - Disparities experienced by NHPI students in every indicator of academic success, as documented by the department's statewide report card and other relevant reports related to plan students;
 - Historical practices leading to disproportionate outcomes for NHPI students; and
 - Educational needs of NHPI students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation
- Eight community engagement sessions were held to gather feedback on the proposed permanent rules.

Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Timeline:

Temporary rules were adopted in February and this is the first reading for permanent rules.

To date, we have held 8 community engagement sessions across the state to include the voices of students, community members and elders.

- NHPI Advisory Group on 11/3, 12/14, & 4/25
- Pacific Islander Student Alliance Annual Conference at Portland Community College on 3/23
- Town Hall meeting May 6, 7, 13 & 14

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The general feedback heard thus far has been positive.

Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Proposed Rule Changes:

1. Definitions [OAR 581-017-0850](#)
2. Establishment, [OAR 581-017-0855](#), which describes basic details of the grant program, such as:
 - a. The program's purpose,
 - b. Program requirements, and
 - c. Objectives the program aims to meet, which are aligned with other SSA programs, such as AABS, Latino/a/x & Indigenous and LGBTQ2SIA+ Student Success
3. Eligibility, [OAR 581-017-0860](#)
 - a. The Department will establish a process for eligible entities to apply for a NHPI Student Success Grant.
 - b. To be eligible to receive a Grant, an applicant must:
 - i. Be a community-based organization, early learning hub, provider of early learning services, school district, education service district, Tribal government, or post-secondary institution of education; and
 - ii. Demonstrate the objectives of the grant activities are to benefit and serve NHPI students and their families.

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Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Proposed Rule Changes:

4. Criteria, [OAR 581-017-0865](#)
 - a. Application successfully implements the strategies provided in the NHPI SSP;
 - b. Application authentically and consistently engages Community Voice in the proposed project;
 - c. Application demonstrates equitable distribution of Grant funds and resources in Partnership.

5. Funding, [OAR 581-017-0870](#)
 - A. Applicant must submit a detailed budget that explains how Grant funds will be used.
 - B. Indirect costs will be allowed as a percentage of the Grant funds disbursed as follows:
 - Up to five percent for school districts, educational service districts, early learning hubs, or post-secondary institutions of education; or
 - Up to fifteen percent for community-based organizations or providers of early learning services;
 - For Tribal governments, up to fifteen percent or Tribal governments federally recognized indirect rate, as provided in the grant agreement; or
 - Administrative costs for partnerships or consortiums will be allowed based on the lead entity's organization type
 - C. Applicants may use Grant funds only for authorized purposes.

6. Reporting, [OAR 581-017-0875](#)

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

Proposed Rule Impacts: Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Racial Equity:

- *A statement identifying how adoption of the rule will affect racial equity in the state.*

The Native Hawaiian and Pacific Islander student populations represent the highest percentages of negative academic indicators in the Oregon public-school system. Rules to support a grant program that addresses the specific educational needs of these students is of utmost importance and will be further supported through the Native Hawaiian/Pacific Islander Student Success Plan. This rule set directly speaks to building racial equity across a population of students who have long been invisible to the educational system.

Fiscal/Economic & Small Business Impact:

- *Are any state agencies, local governments, and/or members of the public likely to be economically affected by the rule change?*

The rules will provide Early Learning Hubs, providers of early learning services, school districts, Educational Service Districts, post-secondary institutions of education, Tribal governments, Community Based Organizations or a consortium of these entities, the opportunity to apply for funding to support programming that directly impacts the Native Hawaiian and Pacific Islander communities and is in alignment with the Native Hawaiian/Pacific Islander Student Success Plan strategies.

- *Is there a cost of compliance on small business? Ex: administrative costs, supplies/services costs, reporting/recordkeeping costs*

The fiscal impacts of this rule set on small businesses in Oregon have the potential to be far-reaching as grantees who are at the local or community levels may increase spending to hire staff, procure supplies and equipment, provide culturally relevant resources, and offer services to Native Hawaiian and Pacific Islander students and families.

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Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Engagement:

- There have been a total of 8 community engagement sessions with participants ranging from high school and college students, local and community educators and advocates, to parents and elders.
- Feedback included the following:
 - **Definitions:** How will all NHPI cultural designations be included in the grant process and are intersecting frameworks being considered?
 - **Establishment:** Many questions about the grant process, implementation and accountability
 - **Eligibility:** Integration of data justice principles and how data will be collected
 - **Criteria:** Process for disseminating the grant opportunities, how will results help make statewide changes
 - **Funding & Reporting:** Support systems, number of students served, how will opportunities be shared

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Native Hawaiian/Pacific Islander Student Success Plan Grant Program Permanent Rulemaking

Follow-up Actions:

- 2 additional community engagement sessions are planned this month
- RAC presentation on June 6th
- SBE 2nd reading on June 13th

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Mahalo for
your time
and
thoughtful
consideration



PERMANENT RULES IMPLEMENTING HOUSE BILL 3144 (2023)

- Your rule draft, specifically as a Microsoft document, with track changes indicating proposed rule language.
 - Again, this draft may change, and it doesn't have to be complete.
- A racial equity statement
 - Specifically, how does the rule impact racial equity in the State of Oregon?
- A fiscal/small business impact statement
 - Specifically, how does the rule impact small businesses in Oregon, and what are the fiscal impacts?

House Bill 3144 (2023) requires Oregon Department of Education (ODE) to develop and implement a statewide education plan for students enrolled in early childhood through postsecondary education who are:

- Native Hawaiian and/or Pacific Islander, and
- Have experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

ODE is presenting the rules below to comply with these requirements and is seeking input from internal constituents, the Native Hawaiian/Pacific Islander (NHPI) Advisory Group and community members regarding these rules to ensure that the NHPI Student Success Plan (SSP) Grant Program will be successfully implemented.

Questions and feedback can be directed to Carol.matsuzaki@ode.oregon.gov

Native Hawaiian/Pacific Islander Student Success Plan Grant Program: Definitions

The following definitions apply to OAR 581-017-0850 to 581-017-0875:

(1) “Native Hawaiian/Pacific Islander Student Success Plan Grant” or “Grant” means a Grant established under ORS 329.849

(2) “Community-Based Organization” means a nonprofit organization that is representative of a community or significant segments of a community, and that is located within or in close proximity to the community it serves.

(3) “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.

(4) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge and experience of students served by the plan in teaching, learning and assessment. This includes identifying and valuing: students’ cultural assets in instruction and assessment; diverse frames of reference that

correspond to multifaceted cultural perspectives/experiences; and performance styles in the classroom that do not reflect dominant values of achievement or success.

(5) “Department” means the Oregon Department of Education.

(6) “Disproportionate Discipline” means disproportionate rates of suspensions and expulsions for Native Hawaiian/Pacific Islander students compared to their white classmates who commit similar infractions and who have similar discipline histories.

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

(8) “Opportunity gap” refers to the effects and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for groups of students where factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities form an educational debt that the dominant educational system owes to marginalized students and a need to address and shift the system itself.

(9) “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 2-way 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.

(10) (A) “Plan Student” means a student enrolled in early childhood through post-secondary education who:

- (a) Self-identifies as Native Hawaiian/Pacific Islander; and
- (b) Has experienced disproportionate results in education due to historical practices and policies, as may be further identified by the State Board of Education by rule.

(B) For the purposes of this definition, “enrolled” means:

- (a) enrollment in a school district K-12 educational program; or
- (b) enrollment in a state-funded K-12 educational program, which includes but is not limited to

educational programs provided by or in the following institutions: public charter schools, education

service districts, long term care and treatment facilities, the Youth Corrections Education Program, the Oregon School for the Deaf, and Juvenile Detention Education Programs.

Statutory/Other Authority: ORS 338.155 & ORS 329.849

Statutes/Other Implemented: ORS 329.849

Native Hawaiian/Pacific Islander Student Success Plan Grant Program: Establishment

OAR 581-017-0855: Establishment

(1) There is established the Native Hawaiian/Pacific Islander Student Success Plan Grant Program to support early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, community-based organizations, Tribal governments, or a consortium of these entities.

(2) Programs and services provided under a Grant must address one or more of the strategies or objectives included in the Native Hawaiian/Pacific Islander Student Success Plan.

(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 may include:

(a) The scale-up of an existing program or project; and/or

(b) The implementation of a new program or project.

(4) The purpose of the Grant program is to provide funds to applicants that document an understanding of the unique needs of Native Hawaiian/Pacific Islander students, have the potential to become exemplar programs, and who create collaborative practices relating to strategies outlined in the Native Hawaiian/Pacific Islander Student Success Plan.

Statutory/Other Authority: ORS 329.849

Statutes/Other Implemented: ORS 329.849

Native Hawaiian/Pacific Islander Student Success Plan Grant Program: Eligibility

OAR 581-017-0860: Eligibility

(1) The Department will establish a process for eligible entities to apply for a Native Hawaiian/Pacific Islander Student Success Grant.

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

(a) Be an early learning hub, provider of early learning services, school district, education service district, public charter school, post-secondary institution of education, community-based organizations, Tribal governments, or a consortium of these entities;

- (b) Demonstrate the outcomes of the proposed project are to benefit and serve Plan Students and their families; and
- (c) Demonstrates alignment between the project and the strategies of the Native

Hawaiian/Pacific Islander Student Success Plan.

Statutory/Other Authority: ORS 338.155 & ORS 329.849
Statutes/Other Implemented: ORS 329.849

Native Hawaiian/Pacific Islander Student Success Plan Grant Program: Criteria

OAR 581-017-0865: Criteria

- (1) The Department will award Grants to eligible entities based on the following criteria:
 - (a) Whether the proposed project successfully implements the strategies provided in the Native Hawaiian/Pacific Islander Student Success Plan;
 - (b) Whether the applicant authentically and consistently engages Community Voice in the proposed project; and
 - (c) Whether the applicant demonstrates equitable distribution of Grant funds and resources in Partnership.

Statutory/Other Authority: ORS 329.849
Statutes/Other Implemented: ORS 329.849

Native Hawaiian/Pacific Islander Student Success Plan Grant Program: Funding

OAR 581-017-0870: Funding

- (1) Applicants must submit a detailed budget that explains how Grant funds will be used.
- (2) Indirect costs will be allowed as a percentage of the Grant funds disbursed as follows:
 - (a) Up to five percent for school districts, educational service districts, early learning hubs, or post-secondary institutions of education; or

(b) Up to fifteen percent for community-based organizations or providers of early learning services.

(c) For Tribal governments, up to fifteen percent of the Tribal governments federally recognized indirect rate, as provided in the grant agreement; or

(d) Administrative 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 338.155 & ORS 329.849

Statutes/Other Implemented: ORS 329.849

Native Hawaiian/Pacific Islander Student Success Plan Grant Program: Reporting

OAR 581-017-0875: Reporting

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

Statutory/Other Authority: ORS 329.849

Statutes/Other Implemented: ORS 329.849

I. Executive Summary

Demographic Information (Find a 3-year comparison of staff and student demographics [here.](#))

Current Year Enrollment & Demographic Information	
Total Enrollment	
Grades Served	K-5
# of Students Enrolled	152
# of Students on Waiting List	96
Gender	
# Male	75
# Female	76
# Nonbinary	1
Ethnicity/Race	
# White	81
# Black	16
# Hispanic	8
# Asian	5
# Other	43
Special Populations	
# Students with Disabilities	33
# English Language Learners	10
# Homeless Students	0
# Eligible for Free and Reduced Lunch	>95%
Projected Enrollment and Grades Served	
Total Enrollment	

Projected Grades Served	K-6
Maximum Projected Enrollment	200

Proposed Expansion

Eagle Charter School is currently a K-5 elementary. We propose that Eagle expands to sixth grade beginning in the 2024-2025 school year. This sixth grade class is designed to be small. It is targeted to current Eagle students who are unwilling or unable to attend their large neighborhood school in the sixth grade and who applied for but did not get in to one of the two local charter middle schools in Salem-Keizer during the lottery process. Eagle would not accept transfer students into this grade. Therefore, the class would be capped at 25 students with an anticipated average class size of 15. The sixth grade would operate as an elementary self-contained classroom.

Rationale

This expansion is a strategic move that will bring numerous benefits to our education system and the students it serves. The key reasons why this expansion is highly advantageous are because of the academic excellence provided, improved diversity and inclusivity, and benefits for students who thrive in a small school environment in a large district that has limited middle school options.

Academic Excellence. Eagle Charter School’s impressive performance on the Oregon Student Assessment System (OSAS) when compared to state averages and local school district performance is a testament to its dedication to academic excellence. ECS has worked hard to improve its academic foundations and the benefits of those efforts are evidenced in OSAS results. By allowing the school to expand to sixth grade, we can extend the track record of success and ensure that students receive a high-quality education throughout elementary and early middle school years.

Diversity and inclusion. Eagle has shown progress in diversifying its student body and school board. Moreover, inclusivity is a passion of the Eagle staff; many transfer students and families have expressed their relief and thanks that their children finally feel seen and accepted for who they are. By expanding into the sixth grade, Eagle can continue fostering this spirit of diversity and inclusivity throughout the elementary and early middle school years. This aligns with our commitment to offer equal educational opportunities to all students regardless of background or belief.

Small School Environment. Small schools have been shown to have numerous benefits, including better teacher-student ratios, more individualized attention, and a close-knit community. By keeping the sixth grade class to students who have been enrolled at Eagle for elementary school, we ensure that all the adults are very familiar with students and their parents and can be ready to offer whatever support is needed for success beginning on Day One. The additional year at Eagle may lead to better long-term educational outcomes. There is a shortage of middle school options for students in the local area. By allowing Eagle Charter to expand, it would address the gap and provide families with an attractive alternative to larger, less personalized middle school environments. This expansion would offer continuity in a familiar and supportive setting, promoting a smoother transition to higher grades.

The expansion of Eagle Charter School to include sixth grade is a logical progression that aligns with our goals of academic excellence, diversity, and inclusivity, and offering meaningful educational choice to students and families. This expansion would benefit our current students and broaden the local educational landscape.

Stability of staff, leadership

Eagle has stable board leadership. Our board is currently composed of three non-parents and two parents. There are two open positions on the board and no currently anticipated changes. The board used OSBA to update/rewrite school policies to ensure that Eagle complies with all required policies.

Eagle has an active, involved Parent Club that managed to survive and thrive even through the COVID lockdown. Throughout the 2020-2021 school year, the Eagle Parent Club met regularly on Zoom, hosted Zoom play dates and schoolwide activities, and had a monthly fundraiser. In the years after the COVID lockdown, the Parent Club has continued to develop and thrive. They are partnering now with fifth grade and our counselors' Peer Helpers program on fundraisers and other ways to support the school community.

Eagle Charter School has a stable staff that stays with the school year after year. We do not anticipate any staff turnover for the year. Currently, Eagle operates a school with two administrators, two office staff, two counselors (one part-time, one full-time), 13 teachers (ranging from several hours a week to full-time), and five instructional aides (part- and full-time). Eagle partners with Salem-Keizer Public Schools for special education staff (included in our total numbers). This amount of staffing allows Eagle to operate more efficiently and effectively than it has in the past, support the increased needs of students in the post-COVID-19 era, and develop a reputation as a school where students with special needs can thrive. Eagle has been able to attract staff, particularly licensed staff, by offering salaries that are more competitive than many charter schools. All of our teaching staff hold teaching licenses through TSPC and are highly qualified to work with students. While there is not adequate school funding in Oregon, the Eagle School Board has worked hard over the years to ensure that there is a sufficient "rainy day" fund to continue operations even after the end of ESSER funding in 2024. An expansion to sixth grade would be budget neutral with at least 15 students in the class and provide a slight budget surplus if the class were larger.

Facilities plan

Eagle plans to remain at the Oregon School of the Deaf. We have a good working relationship with our OSD partners and they are good landlords. We would like to work together toward an agreement to expand our school size. At this point, OSD is reviewing its facilities to see where there is space for an additional classroom; we have a possibility but it is not yet confirmed. We are looking at an additional room in our current building.

Budget impact

15 students x \$9200 (ADM) = \$138,000

(Up to 25 x \$9200 = \$230,000)

Additional considerations:

- Increased PE FTE (30 min/day) and increased access to a gym. We are currently exploring possible partnerships with another school on campus.
- Increased Music FTE (30 min/week)
- Additional technology (Chromebooks for students, iPad, Apple TV device, TV, and Macbook for the teacher). *If approved before the end of June 2024, we would use the remainder of our ESSER III funds to update elementary technology and shift current fifth grade tech to the sixth grade class.*
- Increased custodial costs (\$400/month)
- Increased monthly lease (unknown amount - contract through DAS)
- Teacher cost (approximately \$100k/year for salary + benefits)
- Tables, chairs, teacher desk, and classroom furniture (TBD)

Eagle Student Demographic Information - Year over Year Comparison

	2019-2020	2021-2022	2023-2024
Enrollment	144	135	152
Race/Ethnicity*			
White	62%	71%	66.4%
Hispanic/Latinx	21%	12%	13%
Black/African American	8%	10%	3%
Asian	3%	3%	2%
American Indian/Alaskan Native	3%	<1%	2%
Hawaiian/Pacific Islander	3%	<3%	0%
Multiracial	*	*	13.8%
Languages Spoken			
Languages Spoken	English, Spanish, Russian, German, Telugu, Vietnamese, Hawaiian	English, Spanish, Russian, German, Ukrainian, Telugu, Vietnamese, ASL, Hawaiian, French	English, Spanish, Russian, German, Ukrainian, Tagrina, Vietnamese, ASL, French
Gender			
Male	49.3%	49.6%	49%
Female	50%	50.4%	50.5%
Nonbinary	<1%	0	<1%
Economically Disadvantaged			
Economically disadvantaged	43%	56.5%	****%
Special Education	19%	22.5%	21.5%***
EL	NA	10%	6.5%
TAG	0%	<1%	0%

*ODE only counts students in one category, so while a student may personally identify as a member of a particular group, they may not necessarily be counted in that group by the state (example: a student who identifies as Pacific Islander but is listed as Multiracial by the state). Eagle's demographic information for 2019-2020 is based on how parents self-identified.

**Eagle staff delivered weekly food boxes to 24% of the Eagle student body through December 2020.

***This does not include students who are currently in the eligibility process.

****Eagle offers free school breakfast and lunch to all students in 2023-2024.

Eagle Staff Demographic Information

	2019-2020	2021-2022	2023-2024
Number of Staff*	20	21	24
Total FTE	14.5	15.5	18
Licensed Staff	13	14	15
Classified Staff	6	6	7
Administration	1	1	2
Race/Ethnicity			
White	18	18	18
Hispanic/Latinx	1	1	1
Black/African American	0	0	0
Asian	0	0	0
American Indian/Alaskan Native	1	2	2
Hawaiian/Pacific Islander	0	0	0
Multiracial	0	0	0
Languages Spoken			
	English, Spanish	English, Spanish	English, Spanish
Gender			
Male	5	5	5
Female	15	16	19
Nonbinary	0	0	0

*Special education staff provided by Salem-Keizer through an MOU with Eagle Charter. The number of staff is calculated in February of each school year.

Eagle School Board Demographic Information

	2019-2020	2021-2022	2023-2024
Number of Board Members	5 Shannon, William, Rob, Crystal, Bill	6 Shannon, William, Rob, Jason, Bill, Crystal	5 Shannon, Rob, Kyla, Nancy, Luis
Race/Ethnicity			
White	4	450	4

Hispanic/Latinx	0	0	1
Black/African American	0	0	0
Asian	0	1	1
American Indian/Alaskan Native	1	1	0
Hawaiian/Pacific Islander	0	0	0
Multiracial	0	0	0
Languages Spoken	English	English	English, Spanish
Gender			
Male	3	4	2
Female	2	2	3
Nonbinary	0	0	0

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.F.

<p>SUBJECT: Eagle Charter School Expansion (State Board Sponsored) STAFF NAME & OFFICE: Kate Pattison, Director of School Choice, Options, and Recovery Education in the Director’s Office; Marie Balance, Eagle Charter School</p> <p>Eagle Charter School is requesting to expand the grades served from K-5 to K-6 beginning in the 2024-25 school year.</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 Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

Eagle Charter School (Eagle) is one of four Oregon State Board of Education (Board) sponsored charter schools and is located in the Salem-Keizer School District (SKSD). Approved for sponsorship in December 2010, Eagle opened in September 2011. The school is currently in its 13th year of operation serving about 150 students in grades K-5, using the Microsociety model. Students create and operate businesses, produce goods, manage inventory, sell products to other students and the public, and adjust production to meet customer demand. In recent years, the model has focused on non-profit organizations in the community and students have organized events and fundraisers for these partner organizations. In the Eagle Microsociety of Eagleton, students put academic learning into action, preparing them for life in the 'real world'.

The Department, on behalf of the Board, received a request from Eagle to expand their academic program to serve students in 6th grade. The goal is to extend the small school option for students who need an alternative to the larger middle schools in SKSD. Many of Eagle’s 5th grade students apply to attend the smaller middle school charter schools in SKSD or families choose to homeschool students. Eagle will operate the proposed 6th grade classroom as a self-contained elementary classroom capped at 25 students. The anticipated average class size is 15 students.

Eagle’s expansion request is driven by family and student demand. The school has been receiving requests and feedback from their school community to expand to extend through grade 8. At this time, the Department does not support an expansion for Eagle to operate a middle school configuration. However, K-6 elementary schools are common and do not have the same dynamics and challenges as schools with 6-8.

Over the last three years, Eagle has made significant improvements with their academic, operational, and financial performance. The school has solidified systems, procedures, and school-wide culture that supports student learning and teacher effectiveness. Teacher retention has been high and the school has invested in student interventions, tutoring, and summer school.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.F.

Academic Performance:

Eagle outperformed SKSD in 2022-23 in academic achievement where data was available for English Language Arts and Mathematics. The achievement indicator displays the percentage of students meeting the academic achievement standard for each student group. ‘*’ means data was hidden to protect student confidentiality.

Table 1. Academic Achievement Details – District Comparison

2022-23	ELA		Math	
	Eagle	SKSD	Eagle	SKSD
All students	64.3	31.2	47.1	23.1
Economically Disadvantaged	64.3	31.2	47.1	23.1
English Learners	31.3	12.6	*	9.8
Students with Disabilities	31.3	16.4	18.8	12.8
Hispanic/Latino	80.0	19.5	60.0	13.2
Underserved Race/Ethnicity	71.4	19.5	50.0	13.0
White	63.8	43.9	53.2	33.7

Between 2018-19 and 2022-23, Eagle made significant improvements in its academic program. This growth can be observed in the average gap score change. The average gap score change indicator uses the difference between a student’s score and the cut score for the assessment, called a gap score. This table displays the change in average from 2018-19 and 2022-23. ‘*’ means data was hidden to protect student confidentiality.

Table 2. Average Gap Score Change Details – District Comparison

18-19 to 22-23	ELA		Math	
	Eagle	SKSD	Eagle	SKSD
All students	42	-26	31	-31
Economically Disadvantaged	66	-4	61	-12
English Learners	*	-35	*	-38
Students with Disabilities	13	-23	45	-23
Hispanic/Latino	*	-25	*	-31
Underserved Race/Ethnicity	*	-25	*	-31
White	50	-22	40	-26

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.F.

Expansion Plan:

Eagle has developed a plan to add 6th grade that includes facilities, staffing, materials, and student supports. Since the school submitted their request, Eagle has worked with the Oregon School for the Deaf (OSD) to identify an additional classroom. To adequately fund the new classroom, the school needs 12 students to enroll. If they cannot secure the minimum number of students, the school will postpone for one year and begin offering 6th grade in 2025-26. The school has already notified families of the expansion possibility and is preparing to open applications for students who want to continue through grade six. At this time, Eagle will not open applications to transfer students to ensure stability in the academic program.

More detail can be found in the Eagle Expansion Request attachment.

SUMMARY OF PREVIOUS BOARD ACTION

The Board has not previously considered an expansion at Eagle Charter School. The school opened with grades K-5 and has continued operating these grades since 2011. In 2022, the Board approved the renewal of the charter and Eagle's current charter term ends June 30, 2027.

POLICY ISSUE OR CONCERNS

The Department has identified three focus areas for Eagle if this expansion is approved.

1. Transition from 6th grade at Eagle to 7th grade at local middle schools:

Eagle will need to have a strong transition plan in place for students who continue through grade six at the school. Local middle school options in SKSD begin at grade six and have designed their transition programs to support entering 6th grade students. Eagle will need to individualize a plan for each student and build the supports for each 6th grade class to prepare for middle school.

2. Facilities and programmatic planning:

Eagle has identified a new classroom that will support the school's expansion to include 6th grade. This will need to be incorporated into the lease and any additional facilities use agreements with OSD will need to be expanded.

3. Special education and academic supports:

Eagle receives special education related services from SKSD. Currently, SKSD provides professional support and development to their special education staff by school configurations, which are K-5 schools and 6-8 schools across the district. An expansion to include grade six will require Eagle and SKSD to coordinate well to ensure students with disabilities who continue through grade six are appropriately supported. Currently, Eagle pays SKSD for an additional 0.5 FTE to allow the special education teacher to stay full time at Eagle. This provides students and general education teachers with a high level of support for special education and interventions for students who need more support. Eagle will need to plan for maintaining the right level of support at the school with the expansion.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.F.

Salem-Keizer School District

On May 6, 2024, Department staff met with Salem-Keizer School District leadership regarding Eagle Charter School’s expansion request. We discussed the school’s relationship with the district and student performance. In recent years, Salem-Keizer School District has not had concerns about Eagle Charter School. Most of the district’s relationship to the school has centered on special education and pass through funding, including State School Funds, ESSER, and SIA dollars. The charter school has been responsive to requests and special education responsibilities. When considering the expansion, SKSD identified the same focus areas mentioned above. The primary focus is transition planning for students who stay at Eagle for 6th grade and then transition to a larger middle school. The second focus area being how to ensure special education staff assigned to the elementary school are equipped to support the 6th grade students as well. The district did not identify or name any concerns that serve as a reason not to approve the expansion request.

EQUITY IMPACT ANALYSIS

Eagle Charter School is located on the Oregon School for the Deaf campus in North East Salem. The school serves about 150 students in grades K-5 and has been in operation since 2011. It serves students using a microsociety program model and is a school of choice for Salem-area students seeking an alternative to other public or private schools in the area. While Eagle Charter School demographics do not mirror the make-up of the community in which it is located or the district as a whole, the school has made improvements to be more accessible and attract more diverse students. Currently, Eagle is providing school-wide breakfast and lunch to students. Students and families have access to counseling supports through the school. There is a robust and stable before and after school care program. An ongoing barrier to access continue to be the lack of access to transportation services for the school.

Table 3. Student Demographics at Eagle Charter School Over Time (Fall Membership Reports)

Year	2019-2020	2020-21	2021-2022	2022-2023	2023-2024
Enrollment	144	139	131	143	152
Race/Ethnicity					
White	68.1%	64%	64.9%	65.7%	64.5%
Hispanic/Latino	18.8%	21.6%	16.8%	17.5%	18.4%
Black/African American	2.1%	1.4%	3.8%	3.5%	5.3%
Asian	1.4%	1.4%	0.8%	1.4%	1.3%
American Indian /Alaskan Native	0%	0%	1.5%	1.4%	0.7%
Hawaiian/Pacific Islander	0%	0%	0%	0%	0%
Multiracial	9.7%	11.5%	12.2%	10.5%	9.9%

Additional detail on student makeup can be observed in the [Eagle Demographic Information Comparison 2023](#) compiled by the school.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.F.

FISCAL ANALYSIS

The Department receives 5% of the funding generated by Eagle Charter School to provide oversight for the State Board sponsored charter schools and support to public charter schools across the state. If Eagle expands to serve 6th grade and 12-25 additional students, this may equate to about \$6,350 to \$13,250 in revenue to the Department annually.

EFFECT OF A "YES" OR "NO" VOTE

"Yes" = Eagle Charter School will be allowed to expand the grades served from K-5 to K-6. The Department will initiate a contract amendment to allow the school to offer grades K-6 beginning in the 2024-25 school year.

"No" = Eagle Charter School will continue serving grades K-5.

STAFF RECOMMENDATION

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

ATTACHMENTS

- Attachment 1: Eagle Charter School Expansion Request
- Attachment 2: Eagle Charter School Demographic Information Comparison 2023
- Attachment 3: Eagle Charter School At-A-Glance Profile 2022-23
- Attachment 4: Salem-Keizer School District At-A-Glance Profile 2022-23



OREGON AT-A-GLANCE DISTRICT PROFILE

Salem-Keizer SD 24J

SUPERINTENDENT: Andrea Castañeda | 2450 Lancaster Dr, Salem 97305 | 503-399-3000

Students We Serve

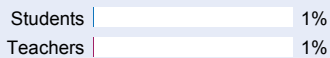


38,489

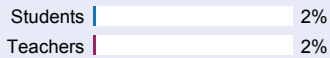
Student Enrollment

DEMOGRAPHICS

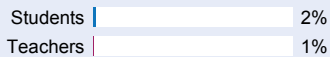
American Indian/Alaska Native



Asian



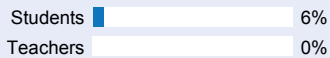
Black/African American



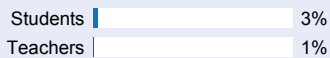
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



34%

Ever English Learners



112

Languages Spoken

18%

Students with Disabilities

14%

Mobile Students

>95%

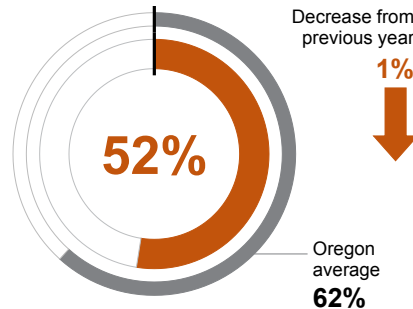
Free/Reduced Price Lunch

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

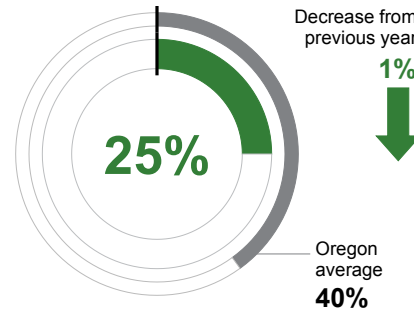


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

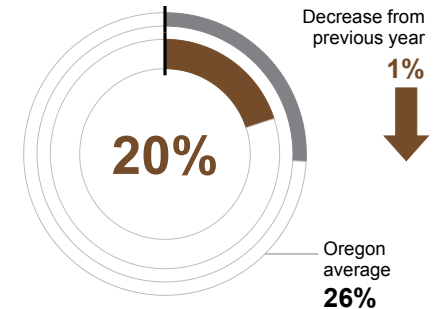
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

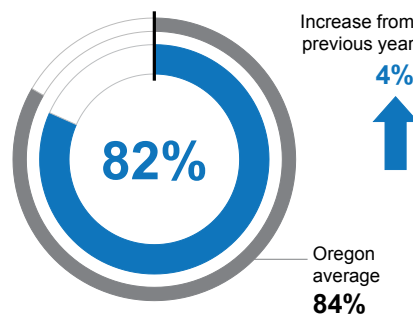
Students meeting state grade-level expectations.



High School Success

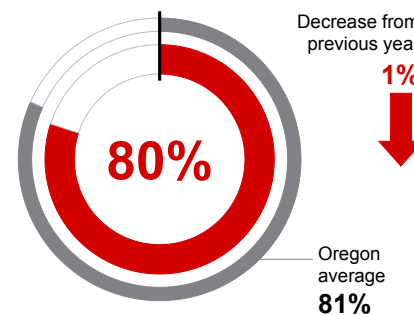
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



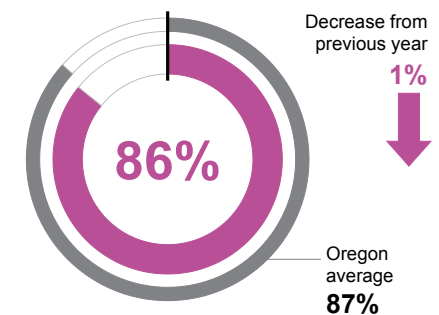
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



District Goals

We create the conditions for all students to graduate prepared for a successful life. Efforts to achieve this goal include the creation of safe and welcoming schools, culturally relevant, inclusive, and rigorous instruction, and the development of leaders with the knowledge, will, and skill to achieve equitable student outcomes.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Salem-Keizer SD 24J

2022-23

Outcomes

Our Staff (rounded FTE)



120

Administrators



2,112

Teachers



1,128

Educational assistants



118

Counselors



0

Social Workers



8

Licensed Librarians



13

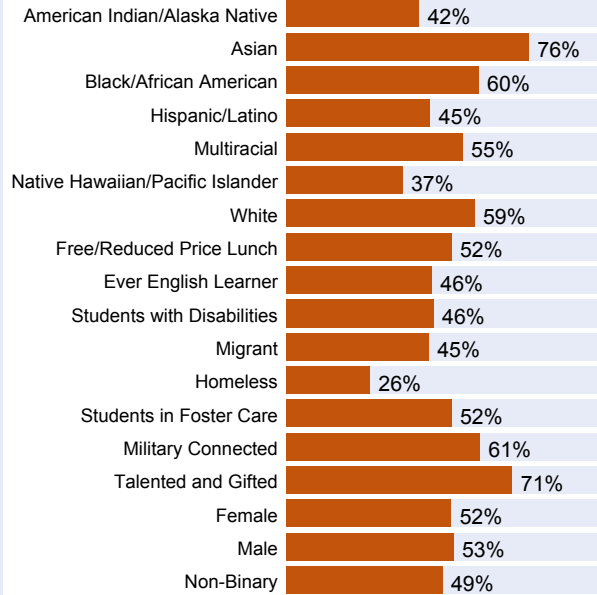
Psychologists



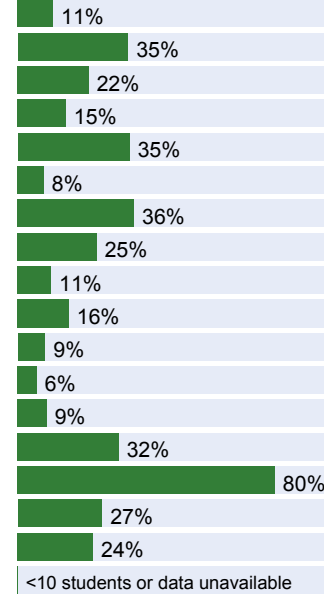
74%

% of licensed teachers with more than 3 years of experience

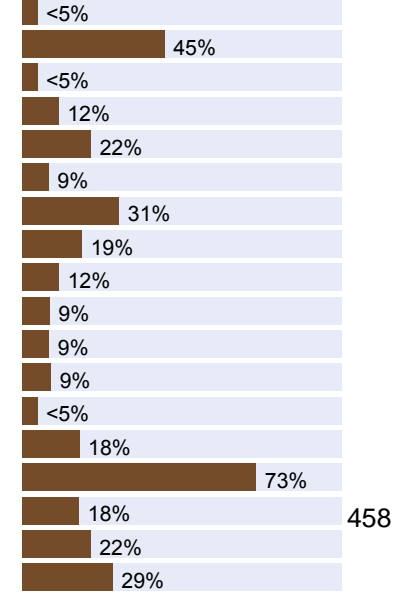
REGULAR ATTENDERS



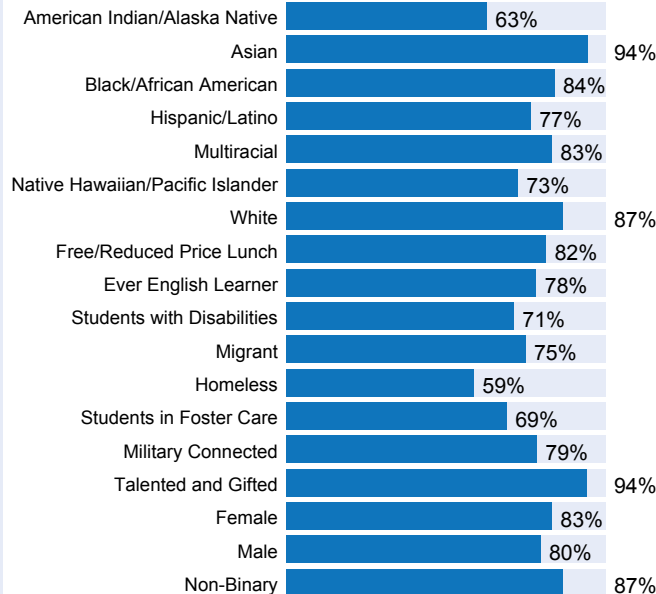
Grade 3 ENGLISH LANGUAGE ARTS



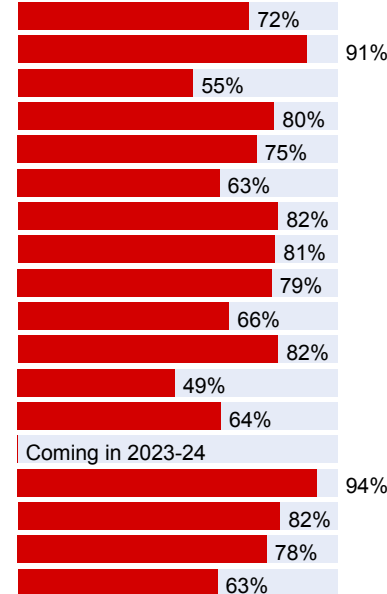
Grade 8 MATHEMATICS



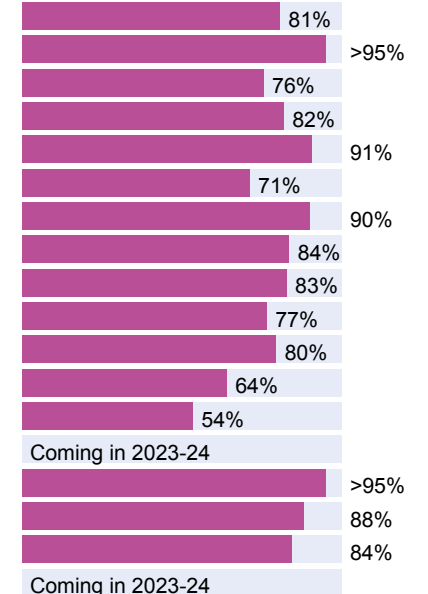
ON-TRACK TO GRADUATE



ON-TIME GRADUATION



FIVE-YEAR COMPLETION





OREGON AT-A-GLANCE SCHOOL PROFILE

Eagle Charter School



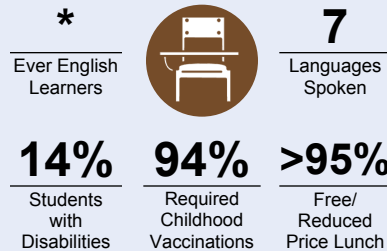
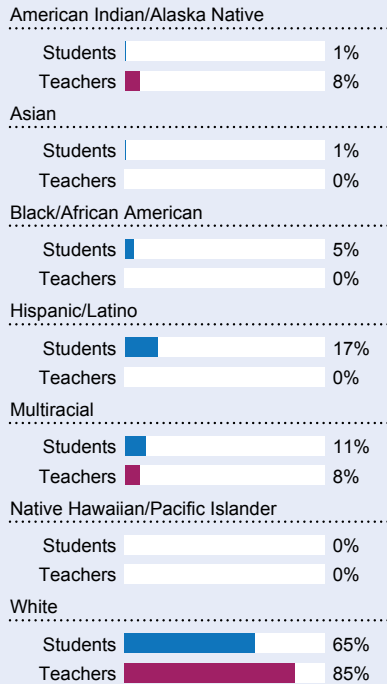
PRINCIPAL: Marie Ballance | GRADES: K-5 | 999A Locust Ave NE, Salem 97301 | 503-339-7114

School Environment

Students We Serve



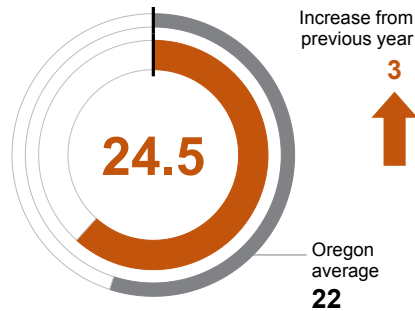
DEMOGRAPHICS



*<10 students or data unavailable

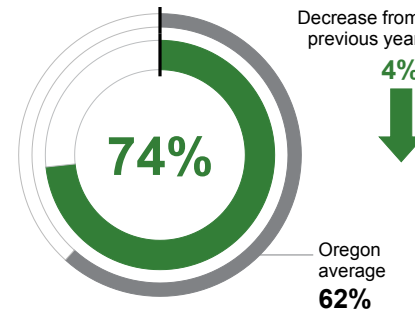
CLASS SIZE

Median class size.



REGULAR ATTENDERS

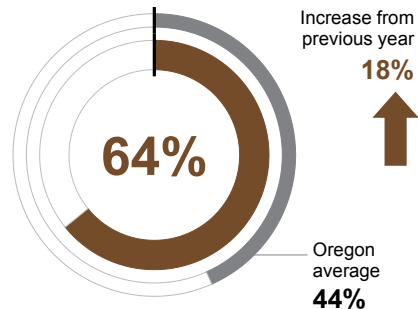
Students who attended more than 90% of their enrolled school days.



Academic Success

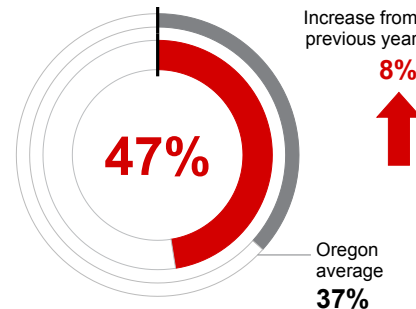
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



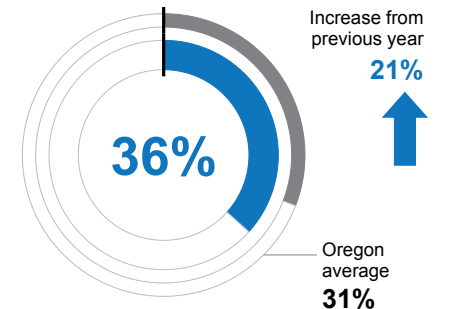
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Our school is committed to helping every child reach their full potential through MicroSociety classes, engaging instruction, school-wide behavior expectations, targeted interventions and extensions, and family engagement. As we strive to increase the number of students who regularly attend school, we collaborate with community partners to help families overcome barriers that affect school attendance.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Everyone is welcome at Eagle regardless of race, gender identity, sexuality, immigration status, country of origin, socioeconomic status, disability, or other factors. All students are entitled to academic success regardless of their background or family circumstances and each student will be provided the necessary support to ensure that success. We use PBIS, school counseling programs, social-emotional learning, and an equity team to ensure Eagle has a welcoming environment.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Eagle Charter School

Outcomes

Our Staff (rounded FTE)



7

Teachers



2

Educational assistants



1

Counselors/
Psychologists/
Social Workers



76%

Average teacher retention rate over the past three years



100%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	44%
Multiracial	60%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	82%
Free/Reduced Price Lunch	74%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	71%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	69%
Male	78%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
80%
<10 students or data unavailable
<10 students or data unavailable
64%
64%
<10 students or data unavailable
<10 students or data unavailable
31%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
68%
59%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
60%
<10 students or data unavailable
<10 students or data unavailable
53%
47%
<10 students or data unavailable
19%
<10 students or data unavailable
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<10 students or data unavailable
460
45%
50%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Everyone is welcome in our school regardless of race, gender identity, sexuality, immigration status, country of origin, or other factors. We work collaboratively to ensure all students feel safe and free from hazing, harassment, intimidation, discrimination, bullying, and menacing. Our school staff create lessons to raise awareness about bullying and how to prevent and respond to it if witnessed. We are part of SafeOregon, a statewide platform to report unsafe behaviors to authorities. Eagle has two school counselors who teach anti-bullying lessons, provide social-emotional learning, use the Zones of Regulation, and have sensory break areas.

EXTRACURRICULAR ACTIVITIES

Enrichment Academy Program provided in partnership with YMCA. Weekly ukulele classes for grades 3-5. After school clubs and programs including Yarn Club (grades 3-5) and Soccer (grades 4-5).

PARENT ENGAGEMENT

Our school strives to partner with parents, caregivers, and families to support success for all students. There are many opportunities to get involved, including:

- Parent Club
- Family engagement evenings
- School events such as Holiday Bingo Night, Spring Dance, Jogathon, and more
- Guest speakers for MicroSociety
- Volunteering for field trips, events, and classroom or office support

COMMUNITY ENGAGEMENT

Eagle Charter School is open to K-5 students across Oregon. We exist because of parents, community members, and teachers who seek to create a unique public school. Eagle partners with local businesses, nonprofit organizations, and community members to enhance our education programs and support families. Each year, we provide all students with field trip opportunities to learn more about our local community. Call our office to learn more about opportunities to get involved.

Created by SP 4/11/2024

581-022-2120

Essential Skill Assessments for English Language Learners

(1) Definitions. As used in this rule:

(a) “Assessment option” means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.

(b) “English Language Learner” (ELL) means a student who meets the definition of “Limited English Proficient” found in Title IX, Part A, Section 9101.25 of the No Child Left Behind Act of 2001 (NCLB).

(c) “Essential Skills” means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

(d) “Qualified Rater” means any individual who is:

(A) Trained to a high degree of proficiency in scoring the assessment administered to the student; and

(B) Endorsed by the school district or public charter school, consistent with local school board policy, as proficient in the student’s language of origin for the purposes of accurately scoring the student’s work in the student’s language of origin.

(2) Consistent with OAR 581-022-2115, school districts and public charter schools must adopt a policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.

(3) If a school district or public charter school adopts a policy allowing ELL students to demonstrate proficiency in the Essential skills in the students’ language of origin under Sections 2 and 3 of this rule, that policy must include the following:

(a) Development of a procedure to provide assessment options as described in the Test Administration Manual in participating ELL students’ language of origin.

(b) Development of a procedure to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.

(4) Consistent with section (22) of OAR 581-022-2115 Assessment of Essential Skills, the requirements established by sections (2) and (3) of this rule are waived through the end of the 2027-28 school year.

Statutory/Other Authority: 329.075 & ORS 326.051

Statutes/Other Implemented: ORS 329.045, 329.075 & 329.485

History:

[ODE 18-2019, amend filed 05/17/2019, effective 05/17/2019](#)

[ODE 10-2018, amend filed 04/03/2018, effective 04/03/2018](#)

Renumbered from 581-022-0617 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 22-2016, f. & cert. ef. 3-22-16
ODE 18-2010, f. & cert. ef. 12-17-10

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.G.

<p>SUBJECT: OAR 581-022-2120 Essential Skill Assessments for English Language Learners</p> <p>STAFF NAME & OFFICE: Susan Payne, Office of Teaching, Learning, and Assessment; Emily Nazarov, Office of the Director</p> <p>This rule needs to be updated to align with the waiver of the Essential Skills Assessments requirement that is in place through the 2027-28 school year.</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>
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BACKGROUND

[Senate Bill 744](#) (2021) suspended the requirement for a student to demonstrate proficiency in Essential Learning Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023 and 2023-2024 school years. In October 2023, this suspension was extended through the 2027-28 school year by the State Board of Education, allowing further time for the Oregon Legislature to address the [SB 744 Report, Community-Informed Recommendations for Equitable Graduation Outcomes](#), published by ODE on September 1, 2022.

[OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#) requires districts to have a policy for whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin. When revisions were made to the Assessment of Essential Skills rule ([OAR 581-022-2115](#)) in October 2023 to extend the suspension of the requirement, a revision to the rule outlining the policy requirement (OAR 581-022-2120) was not included.

The goal of this rule revision is to align the two Division 22 OARs that govern the assessment of Essential Skills by also waiving the policy requirement through the end of the 2027-28 school year. Currently, as part of the Division 22 Standards assurance process, districts are required to report on compliance with OAR 581-022-2120 Essential Skill Assessments for English Language Learners even though the actual assessment of Essential Skills is itself waived. This has caused some confusion and unnecessarily complicates the assurance process.

SUMMARY OF PREVIOUS BOARD ACTION

In October 2023, the Board adopted a revision to OAR 581-022-2115 Assessment of Essential Skills, which temporarily waived the Essential Skills graduation requirements for students graduating through the 2027-28 school year.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

N/A; first read—hasn't been before board

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.G.

No; same as last month

Yes – As follows:

POLICY ISSUE OR CONCERNS

There are numerous policy issues and concerns related to the suspension of the assessment of Essential Skills graduation requirements, many of which were discussed at the Board’s October 2023 meeting; however, the proposed revision to OAR 581-022-2120 would not impact the current waiver of OAR 581-022-2115 Assessment of Essential Skills, nor any future decisions regarding Essential Skills requirements. This revision simply aligns the two rules so that both requirements are suspended simultaneously.

EQUITY IMPACT ANALYSIS

OAR 581-022-2120 Essential Skill Assessments for English Language Learners has a direct impact on equity in that it requires districts to have a policy about whether students can demonstrate proficiency in their “language of origin.” When the Essential Skills Assessments waiver expires and if/when the assessments are reinstated, the policy requirements will also be reinstated.

FISCAL ANALYSIS

The temporary waiver of this requirement will have no fiscal impact.

EFFECT OF A “YES” OR “NO” VOTE

A “yes” vote will result in alignment between the two rules in Division 22 that govern the assessment of Essential Skills requirements by temporarily waiving the requirement for districts to have a policy in place for whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin during the same period that the assessment of Essential Skills graduation requirement is also waived.

A “no” vote will result in the maintenance of the requirement for districts to have a policy in place and if they do not, a district would have to report out of compliance on its Division 22 Standards assurances and submit a plan for corrective action.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: 581-022-2120 Essential Skill Assessments for English Language Learners

April 18, 2024

State Superintendent of Public Instruction
Oregon Department of Education

Re: Substitution Request for
Amplify Math, grade 6 - Alg. 1 > Amplify Desmos Math, grade 6 - Alg. 1

Dear Sir or Madam:

It is with great pleasure that we submit Amplify Desmos Math, grades 6 - Alg. 1, for consideration to substitute for Amplify Math, grades 6 - Alg. 1, a program that was reviewed and approved for adoption by the Oregon Department of Education in 2022. Please find details for the adopted and substitution titles to follow:

Category	Title	Author	Copyright	Publication Date
Adopted Title				
Cat. 3: Math 6-8	Amplify Math, 6-8	Amplify	2023	1/1/2021
Cat. 5: Math HS, 3rd Credit	Amplify Math, Alg. 1	Amplify	2023	1/1/2021
Substitution Title				
Cat. 3: Math 6-8	Amplify Desmos Math, 6-8	Amplify	2026	4/1/25
Cat. 5: Math HS, 3rd Credit	Amplify Desmos Math, Alg. 1	Amplify	2026	4/1/25

Please note that if approved for substitution, Amplify Desmos Math, grade 6 - Alg. 1, will be supplied to Oregon schools at the contract price of the originally adopted title, Amplify Math, grade 6 - Alg. 1.

Amplify Desmos Math can be reviewed via the links and credentials listed below :

- [Amplify Desmos Math Grade 6 Review link](#)
- [Amplify Desmos Math Grade 7 Review link](#)
- [Amplify Desmos Math Grade 8 Review link](#)
- [Amplify Desmos Math Algebra 1 Review link](#)

Teacher Login: t1.oregonmath@demo.tryamplify.net

Student Login: s1.oregonmath@demo.tryamplify.net

Password: Amplify1-oregonmath

We believe this updated edition of our core math program provides a compatible experience with improved student and teacher digital content, powerful new teaching and learning tools that leverage Desmos Classroom technology, and expanded differentiation support.

Amplify Desmos Math and Amplify Math share the same instructional, pedagogical, and curricular approach since both are built on the foundation of Illustrative Mathematics, a research-based program that has earned an all-green rating from EdReports. Like Amplify Math, Amplify Desmos Math focuses on collaborative problem solving, a structured approach to problem-based learning, and elevating student thinking.

Educators and students who transition to Amplify Desmos Math will encounter the same familiar course, unit, and lesson structure, with an improved scope and sequence. Lessons continue to be structured in the same consistent organization - Warm-up, Activities, Summary and Synthesis, Lesson Assessment,, and Practice. As a result, school districts transitioning to Amplify Desmos Math will find little need for new implementation training or professional development for the pedagogy and core instruction.

New features in Amplify Desmos Math include expanded differentiation support and personalized practice. In addition, the program offers an enhanced teacher dashboard that supports teachers to facilitate engaging discussions built using the Desmos platform. All lessons in Amplify Desmos Math can be taught using print, though many recommended for digital use. In these digitally recommended lessons, the lesson support in the the consumable Student Edition is tightly aligned with digital student screens, so students can

learn digitally, using print, or a combination of both.

In sum, Amplify Desmos Math is designed to support a smooth transition from Amplify Math while expanding and strengthening upon the previous edition, and creating a new curiosity-driven program that motivates your students and fuels their inherent love for math.

Program Comparison

Feature/ Component	Amplify Math	Amplify Desmos Math
Scope and Sequence	Based on Illustrative Mathematics	Based on Illustrative Mathematics
Unit Structure	Pre-Unit Assessment Lessons Mid-Unit Assessment End-of-Unit Assessment Performance Task	Pre-Unit Check Lessons Practice Days Sub-Unit Quiz End-of-Unit Assessment
Lesson Model	Warm-up Activities* Summary and Synthesis Exit Ticket Lesson Practice *Activities follow Launch, Monitor, Connect structure	<i>Same as Amplify Math</i> <i>Show What You Know</i>
Practice	Lesson Practice (print, digital) Item Bank	<i>Same as Amplify Math</i>
Student Print	Full color student consumable	Full color student consumable that offers 1:1 parity between digital and print for all lessons

Teacher Print	Teacher Edition that provides full unit and lesson prep and instructional support for every lesson, including differentiation support and support for multilingual learners	<i>Same as Amplify Math</i>
Assessments	BOY Assessment Pre-Unit Assessment Mid-Unit Assessment End-of-Unit Assessment Exit Tickets (every lesson)	BOY Assessment Pre-Unit Check Sub-Unit Quiz End-of-Unit Assessment Show What You Know (every lesson)
Reporting	Teacher Reports <ul style="list-style-type: none"> ● Performance reports showing performance on assessment and exit tickets ● Standards reports showing progress toward mastery of standards Admin Reports <ul style="list-style-type: none"> ● Usage reports showing logins, unit completion, and work submission ● Performance reports for assessments 	Teacher Reports <ul style="list-style-type: none"> ● Assessment Report: Data on student/class performance on core curriculum unit assessments and BOY assessment ● Standard Report: Data on student/class performance on specific standard(s). Admin Reports <ul style="list-style-type: none"> ● Usage reports ● Performance reports
Differentiation	Differentiation support at point of use	Differentiation support at the point of use Post-lesson differentiation that provides support, strengthen, and stretch resources and guidance based on results from Show What You Know, including: <ul style="list-style-type: none"> ● Mini-lessons ● Extensions ● Personalized practice ● Fluency practice

<p>Customization</p>	<p>Digital and print materials are not customizable</p>	<p>All student facing print and digital content is customizable, and as are teacher presentation screens.</p> <p>All student-facing print materials (print lessons, practice, assessments) can be edited using Google docs.</p>
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Additional Program Details and Comparison

Amplify Math Program Components

Student



Student Edition
2 volumes



Student license, with full digital lesson, practice and assessment



Hands-on Manipulative Kit (optional)

Teacher



Teacher Edition
2 volumes



Teacher license, with full lesson slides, monitoring dashboard and reporting tools



Assessment Resources

Amplify Desmos Math Program Components

Student



Student Edition
2 volumes



Student license, with full digital lesson, practice and assessment



Hands-on Manipulative Kit (optional)

Teacher



Teacher Edition
2 volumes



Teacher license, with full lesson slides, monitoring dashboard and reporting tools



Assessment Resources and Intervention and Extension Resources

**NOTE: Amplify Desmos Math will include the Intervention and Extension resources in 2025-2026.*

Teacher Edition

Both Amplify Math and Amplify Desmos Math include a full-color Teacher Edition that includes comprehensive teacher guidance for planning, prep, and lesson delivery.

Both programs' Teacher Editions include:

- A Unit Overview for each unit with planning and prep information
- Information on unit assessments and related differentiation supports
- Lessons
 - Lesson overview that includes standards, focus, coherence, and rigor
 - Instructional activities that follow a Launch, Monitor, Connect framework
 - Differentiation support at the point of use

Every lesson in Amplify Desmos Math can be taught with students using print. When a lesson is best taught with students on devices, there is additional guidance in the Teacher Edition to support students on devices and those using pages from the Student Edition.

Amplify Desmos Math Teacher Edition

Unit 6 Lesson 13

I Saw the Signs

Inequalities on the Number Line

Let's work with inequalities.

Focus and Coherence

Today's Goals

- Goal: Understand and use the symbols $<$ and $>$ to describe inequalities.
- Goal: Draw and label a graph on the number line that represents an inequality.
- Language Goal: Interpret an inequality that represents a constraint. (WP.1)

Students build on their knowledge from Grade 6 about graphing inequalities and are introduced to two new symbols: **greater than or equal to** (\geq) and **less than or equal to** (\leq). Students explore how these symbols relate to the number line and graphing inequalities on the number line.

Prior Learning

In Grade 6, students learned about the symbols $<$ and $>$. They also recognized that inequalities have infinitely many solutions and represented those solutions on a number line diagram. In Lesson 12, students wrote and solved equations to answer questions about temperature.

Future Learning

In Lesson 14, students will make sense of solving inequalities using compound number diagrams. In Lesson 15, they will work with inequalities with both negative and positive coefficients.

Vocabulary

New Vocabulary

- greater than or equal to (\geq)
- less than or equal to (\leq)

Standards Addressing

7.EE.A.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Mathematical Practices: MP.1, MP.5, MP.6

Building On: 6.EE.7

Building Toward: 7.EE.8.4

Rigor and Balance

- Students have opportunities to develop a **productive disposition** toward mathematics when they use inequalities to model and solve learning by connecting them to a familiar and practical context.
- Students develop **conceptual understanding** of solutions to inequalities by using number lines and the context of an amusement park ride.

Lesson at a Glance

Standard: 7.EE.8.4

Why digital? Students use interactive feedback to make connections across multiple representations.

Warm-Up 22 Pairs Sharing a Device 5 min Students attend to precision as they measure common ways of describing greater than and greater than or equal to in the context of height requirements for an amusement park ride. (MP.6)	Activity 1 22 Pairs Sharing a Device 10 min Students explore and define two new symbols: greater than or equal to and less than or equal to in the context of height of an amusement park and graphs on a number line. (MP.6)	Activity 2 22 Pairs Sharing a Device 5 min Students compare words, symbols, and graphs to model describing height on a specific amusement park ride. (MP.6)
Activity 3 22 Pairs Sharing a Device 10 min Students use the Desmos and related materials to graph their skills to solve problems and to solve other students' writing about inequalities of context. (MP.6)	Synthesis 2 Whole Class 5 min Students synthesize their understanding of inequalities by engaging in a discussion, W.2, and display.	Show What You Know 2 Independent 5 min Students demonstrate their understanding by writing and graphing an inequality to represent a given context.

Prep Checklist

- Assign the digital lesson. A print option is also available.
- Students using digital: Digital Lesson, Student Problems
- Students using print: Student Edition, Student Problembook

Amplify Math Teacher Edition

UNIT 4 | LESSON 8

How Much in Each Group? (Part 1)

Let's look at division problems that help to determine the size of one group.

Focus

Goals

- Language Goal: Create a tape diagram to represent and solve problems. Use the words "one group" to describe the unknown, and explain the solution method. (Speaking and Listening: WH.1)
- Write multiplication and division equations to represent a problem asking, "How much in a group?"

Coherence

Today

Students will work with problems where the number of groups is known, but the size of each group is unknown. In some cases, the number of groups may be a fraction of a group. They write and label their equations as a way to solve "How much in a group?" problems (word problems) (MP.1). Students recognize that the same task, multiplication and division equations, and tape diagrams can be used to solve these problems as the "How much in a group?" questions. Because the structure of these word group scenarios are similar (MP.1), they apply the reasoning to represent both whole number and fractional quantities.

Previously

In Lesson 6, students explored division situations in which the number of groups was unknown. Students wrote equations and drew diagrams to determine the number of groups.

Coming Soon

In Lesson 9, students will write and solve partition division problems to determine "How much in a group." Students will identify when a given scenario represents either partition or quotient division.

Rigor

- Students use tape diagrams, number lines and other models to develop **conceptual understanding** of "How much in a group?"

Standards Addressing

6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions. e.g., by using visual models and equations to represent the problem.

Building Toward

6.NS.A.1

420A Unit 4 Student Problems

Pacing Guide

Suggested Total Lesson Time: 45 min

Warm-up	Activity 1	Activity 2	Summary	Exit Ticket
5 min	10 min	10 min	5 min	5 min
AA Pairs	AA Pairs	AA Pairs	Whole Class	Independent
MP.1	MP.1	MP.1		
6.NS.A.1	6.NS.A.1	6.NS.A.1	6.NS.A.1	6.NS.A.1

Amplify resources: Activity and Presentation Slides

For a digital, interactive experience of this lesson, log in to Amplify Math at www.amplify.com.

Practice

- Exit Ticket
- Additional Practice

Amplify Featured Activity

Activity 2: Digital Diagrams

Students can sketch on digital tape diagrams to solve problems. This tool allows them to see similarities and differences of a given.

Modifications to Pacing

You may want to consider these additional modifications if you are short on time:

- In Activity 1, Part 2, you can limit the number of questions and their answers, and/or compare equations for each diagram.
- In Activity 2, students using the interface.

420B Unit 4 Student Problems

Teacher Digital | Dashboard

Both programs include a teacher dashboard that allows teachers to monitor student work in real time, present student work, and facilitate active discussions.

The Amplify Desmos Math dashboard additionally allows teachers to snapshot work on Student Activity Screens in order to sequence student work and leave written feedback on student thinking.

Amplify Desmos Math Teacher Dashboard

Weight for R [SAMPLE] 9 students

Snapshots Summary Teacher Student

Activity 1

Activity 2

Student Screen Preview

1 of 12 Next

Warm-Up

Here are some weights on a see-saw.

1. Drag the movable point to adjust one of the weights.
2. Discuss what you notice and wonder.

? = 1 lb.

Prob-bear-bilities 15 students

Snapshots 2 Summary Teacher Student

Warm-Up Activity 1 Activity 2

1 Warm-Up 2 What is... 3 Probab... 4 Prob-b... 5 Sample... 6 Prob-b... 7 How M...

Student	1 Warm-Up	2 What is...	3 Probab...	4 Prob-b...	5 Sample...	6 Prob-b...	7 How M...
Rishi	●	●	✓	●	●	●	●
Victor	●	●	✓	●	●	●	✓
Juana	●	●	✓	●	●	●	✓
Deven	●	●	✓	●	●	●	✓
Remy	●	●	✓	●	●	●	✓
Yolanda	●	●	✓				
Anushka	●	●	✓	●		●	✓

Amplify Math Teacher Dashboard

Slide 2

Activity 1: Walking Dogs Like a Pro

TEEA

TEEA

Students find the strength of an unknown dog in a balanced dog puzzle made to reintroduce the concept of variables in equations.

Pacing

Slide 2

Plans

30 minutes

Launch

Set an expectation for the amount of time students will need to work on the activity.

Monitor

Help students get started by activating their prior knowledge Ask, "What do









Lesson 1

Student	1	2	3
Manuel A	✓	✓	✓
Shrinwas A	✓	✓	✓
Cortisha B			
Samuel B	✓	✓	✓
Jamal D	✓	✓	✓
Kimberly F	✓	✓	✓
Elsie H	✓	✓	✓
Mervin I	✓	✓	✗
Clarissa J	✓	✓	✓

Student Edition

Both programs provide a consumable Student Edition with full-color pages for every lesson and practice.

With Amplify Desmos Math, every lesson can be completed off-device if needed to meet student needs or to support note-taking. Teachers have the flexibility to use print and digital in the same classroom during the same lesson. Amplify Desmos Math Student Editions are “mirror” or align to Student Activity Screens, allowing teachers flexibility to have some or all learners using print during digital lessons. Spanish Student Editions will be ready for the 2025-26 school year.

<h2>Amplify Desmos Math Student Edition</h2>	<p>Unit 6 Lesson 14</p> <p>Name: _____ Date: _____ Period: _____</p> <h3>Unbalanced Hangers</h3> <p>Let's solve inequalities using hangers.</p> <p>Warm-Up</p> <p>Order the shapes in the hanger from lightest to heaviest.</p> <p>Lightest</p> <p>Heaviest</p> <p>Explain how you decided which shape was lightest.</p> <p>Lesson 14 Unbalanced Hangers 553</p>	<p>Activity 1</p> <h3>Unbalanced Hangers</h3> <p>Here is a hanger that is not balanced. What is one possible value of x?</p> <p>Pick your response from the previous problem on the number line. Determine at least two more possible weights and plot those on the number line.</p> <p>Describe all of the possible values of x that keep the right side lighter.</p> <p>554 Unit 6 Expressions, Equations, and Inequalities</p>
<h2>Amplify Math Student Edition</h2>	<p>Unit 1 Lesson 4</p> <h3>Reasoning to Determine Area</h3> <p>Let's use different strategies to determine the area of a shape.</p> <p>Warm-up What Is Area?</p> <p>1. Which representation would you use to determine the area of the trapezoid? Be prepared to justify your choice.</p> <p>A.  B. </p> <p>C.  D. </p> <p>2. After the discussion, record your class definition of area here:</p> <p>Lesson 4 Reasoning to Determine Area 23</p>	<p>Activity 1 On the Grid</p> <p>Each small square in these grids has an area of 1 square unit. Show or explain how to determine the total area, in square units, of each of the shaded regions without counting every square.</p> <p>1.  2. </p> <p>3.  4. </p> <p>Critique and Correct: Your teacher will provide you with sample responses for problem 2. Discuss with your partner to determine what the other meant and whether or not the response could be improved.</p> <p>24 Unit 1 Area and Surface Area</p>

Amplify Math and Amplify Desmos Math include interactive activity screens built with the Desmos Activity Builder that surface student thinking and spark interesting and productive discussions. For teachers, all screens in both programs include teacher moves, providing guidance for pacing, discussion questions, and sample student responses.

<p>Amplify Desmos Math Student Activity Screen</p>	
<p>Amplify Math Student Activity Screen</p>	

Thank you for your consideration of Amplify's substitution request. We look forward to any questions you may have and the outcome of your review.

Sincerely,

Brad Shank
Vice President, Product, Core Math
Amplify Education

April 1, 2024

Ms. Aujalee Moore
Instructional Materials Coordinator
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Dear Ms. Moore,

National Geographic Learning, a part of Cengage, is requesting a substitution for a digital product that accompanies one of the textbooks on contract with the state.

The digital product to be substituted is a platform called myELT and is primarily used for accessing accompanying online activities amongst students and teachers for our *Impact & Pathways* programs. The replacement platform will be available this summer and is called Spark.

We are looking to substitute myELT products on our upgraded online learning platform, Spark. The updated online learning platform allows for more stability, security and accessibility, along with other advantages including:

- Student's eBook brings the classroom to life with audio and video to encourage active participation
- Online Practice activities reinforce concepts and understanding with immediate feedback
- Course Gradebook helps students track their progress as the complete assignments and tests
- Online Tests provide convenient and affective assessment
- Mobile App for uninterrupted learning even when offline – anytime, anywhere

With this move, the student eBook, online practice, eAssessment, Classroom Presentation Tool, and teacher resources will be incorporated into Spark ISBNs. There will no longer be a need for separate ISBNs or purchases of those components.

Impact was bid in May 2021 under English Language Proficiency, Grades 5/6-8. *Impact* has a copyright of 2018 and publication dates from May 2016 and forward (please see the exact publication dates for each ISBN on the attached updated spreadsheet for both MyELT and Spark).

Pathways was bid in May 2021 under English Language Proficiency, Grades 9-12. *Pathways* has a copyright of 2018 and publication dates from October 2017 and forward (please see the exact publication dates for each ISBN on the attached updated spreadsheet for both MyELT and Spark).

We appreciate your consideration of this substitution. The complete substitution list is attached.

For additional information on the migration of myELT for, please visit [this site](#) – which features details around supporting teachers with this change for the upcoming school year.

The original contract price will remain the same for all substitutions we are requesting.

Thank you for your consideration and attention to this matter.

Sincerely,

Beverly M. Jones

Beverly M. Jones
Supervisor, Bid Support

April 22, 2024

Ms. Jenna Montgomer
Instructional Materials Coordinator
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Dear Ms. Montgomery,

National Geographic Learning, a part of Cengage, is requesting a substitution for a digital product that accompanies one of the textbooks on contract with the state.

The digital product to be substituted is a platform called myELT and is primarily used for accessing accompanying online activities amongst students and teachers for our *Perspectives* program. The replacement platform will be available this summer and is called Spark.

We are looking to substitute myELT products on our upgraded online learning platform, Spark. The updated online learning platform allows for more stability, security and accessibility, along with other advantages including:

- Student's eBook brings the classroom to life with audio and video to encourage active participation
- Online Practice activities reinforce concepts and understanding with immediate feedback
- Course Gradebook helps students track their progress as the complete assignments and tests
- Online Tests provide convenient and affective assessment
- Mobile App for uninterrupted learning even when offline – anytime, anywhere

With this move, the student eBook, online practice, eAssessment, Classroom Presentation Tool, and teacher resources will be incorporated into Spark ISBNs. There will no longer be a need for separate ISBNs or purchases of those components.

Perspectives was bid in May 2021 under English Language Proficiency, Grades 9-12. *Perspectives* has a copyright of 2018 and publication dates from July 2017 and forward (please see the exact publication dates for each ISBN on the attached updated spreadsheet for both MyELT and Spark).

We appreciate your consideration of this substitution. The complete substitution list is attached.

For additional information on the migration of myELT for, please visit [this site](#) – which features details around supporting teachers with this change for the upcoming school year.

The original contract price will remain the same for all substitutions we are requesting.

Thank you for your consideration and attention to this matter.

Sincerely,

Beverly M. Jones

Beverly M. Jones
Supervisor, Bid Support

<p>SUBJECT: Substitution Requests for Instructional Materials (Cengage and Amplify Desmos), OAR 581-011-0086</p> <p>STAFF NAME & OFFICE:</p> <p>Two different publishers have requested substitution for instructional materials on the State Board Approved list for ELP and Mathematics.</p> <p><u>Amplify Substitution Request</u> The publisher Amplify has requested substitution for the 2021 version of Amplify math materials (Grades 6-8), adopted by the State Board of Education in 2022, to the updated version of Amplify Desmos Math (which will be available for publication in 2025).</p> <p><u>Cengage Substitution Requests</u> The publisher Cengage has also requested substitution for a digital product that accompanies three of their textbooks on contract: <i>Perspectives</i> (copyright 2018), <i>Impact</i> (copyright 2018), and <i>Pathways</i> (copyright 2018). For each program, Cengage requests to substitute the online platform Sparks for their former online platform, called myELT.</p> <p><input type="checkbox"/> New Rule <input 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>
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BACKGROUND

Amplify Substitution Request

The State Board of Education adopted Amplify Math, Grades 6-8 as recommended instructional resources for mathematics in October 2022. After the initial adoption in 2022, Amplify merged with the platform Desmos and released an updated version of their program called Amplify Desmos Math. The updated version, which will be available for widespread public use in 2025, meets the mathematics adoption criteria set by the State Board of Education in 2022. The updated program provides a compatible experience, which includes expanded differentiation support and some new learning tools that leverage Desmos Classroom technology.

Mark Freed, ODE’s Mathematics Education Specialist, has completed a review of the materials to confirm that they are an appropriate update. Additionally, Northwest Textbook Depository was engaged to confirm that the update was appropriate and would not negatively affect districts currently using the version of Amplify adopted in 2022. Districts would now be able to purchase the updated version of Amplify Desmos for a contract price through Northwest Textbook Depository without conducting a formal independent adoption. Substituted materials will be supplied to Oregon schools at the contract price of the originally adopted edition unless the price for the substituted edition is lower than the original contract price.

The State Board of Education has the discretion to approve the update to Amplify Desmos or decline Amplify’s request to update the materials from the 2023 edition to the 2024 edition. ODE recommends that the State Board of Education approve adding the new edition of Amplify Desmos to the list of recommended mathematics instructional materials.

Cengage Substitution Requests

The publisher Cengage also submitted three substitution requests. The State Board of Education adopted three programs from Cengage in October 2021 (*Pathways, Impact, and Perspectives*) as recommended resources for English Language Proficiency. Since then, Cengage has updated the online platform that accompanies their printed instructional materials for all of their programs. They are requesting permission to substitute their new online platform, Sparks, for the previous version of the online program, called myELT. This platform update improves some features within their program, including allowing for offline access to their digital resources, and simplifying some processes for assigning materials. This update is largely technical rather than pedagogical, and each of Cengage’s programs continue to meet the English Language Proficiency criteria established in 2021. They can be used interchangeably with the previous platform.

Ben Wolcott (English Language Proficiency Assessment Specialist) and Jennifer Fontana (Multilingual Education Specialist) have completed a review of the materials to confirm that they are an appropriate update based on the changes identified by the publisher. This update would be provided at the same contract pricing as the previous version, and would be available to districts as soon as the program launches. It would not impact student or teacher editions of materials.

The State Board of Education has the discretion to approve the update from myELT to Sparks or decline Cengage’s request to update their digital platform. ODE recommends that the State Board of Education approve this update to the relevant materials from Cengage.

SUMMARY OF PREVIOUS BOARD ACTION

The Board has approved similar substitution requests under OAR [581-011-0086](#), including a substitution request for English Language Arts instructional materials in September of 2023, and for Mathematics instructional materials in February of 2022.

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

Amplify Substitution Request

The impact of this approval is that districts will be allowed to purchase the updated edition of Amplify Desmos for a stable contract price, guaranteed through January 2030, without conducting a formal independent adoption.

Cengage Substitution Requests

Similarly, the impact of approving Cengage’s requests is that districts will be allowed to purchase the updated editions of *Pathways*, *Impact* and *Perspectives* for stable contract prices, guaranteed through January 2028, without conducting a formal independent adoption.

Independent adoptions require districts to invest resources (time, labor, funds) in order to purchase and implement the materials. Since ODE has already reviewed the materials and confirmed they are appropriate for recommendation, districts who choose to use Amplify Desmos, *Pathways*, *Impact*, or *Perspectives* will be positively impacted. All four substitutions would allow districts access to updated materials while maintaining the current contract price. ODE has considered all unintended consequences, and recommends the approval of all four substitutions.

EQUITY IMPACT ANALYSIS

Amplify Substitution Request

According to the publisher, this update expands differentiation support, and improves opportunities for collaboration, personalization, and problem-based learning. Districts who serve historically underserved populations will now have access to these updated mathematics materials for the same price as the currently recommended edition. Approving this substitution request will help to ensure that Oregon students in districts that use Amplify get equitable access to up-to-date materials.

Cengage Substitution Requests

According to the publisher, the “updated online learning platform allows for more stability, security, and accessibility” of their ELP program. In general, this update increases usability of instructional materials designed to support English Language Learners in reaching proficiency. Districts who utilize Cengage’s materials to serve their multilingual learners will benefit from this substitution, as the new platform makes Cengage’s platform more accessible for students. Approving this substitution request will help to ensure that Oregon students in districts that use Cengage get equitable access to an improved online platform.

FISCAL ANALYSIS

Amplify Substitution Request

The proposed update to Amplify Desmos is fiscally beneficial to districts. Allowing the material to be officially updated gives districts the opportunity to purchase the new edition of Amplify’s program for the contract price of the version adopted in 2022. If this substitution request were denied, districts could still make the decision to adopt Amplify Desmos independently; however, under these circumstances, districts would not benefit from locked-in contract pricing. If, on the other hand, the Board approves substitution, Amplify Desmos would be required to offer materials for the contract price established in 2022. In this way, substitution helps ensure cost savings for districts.

Cengage Substitution Request

The proposed updates to *Pathways*, *Impact*, and *Perspectives* are fiscally beneficial to districts. Allowing the materials to be officially updated gives districts the opportunity to purchase the new editions of Cengage's programs for the contract price of the version adopted in 2021. Similar to above, this will ultimately lead to cost savings for districts, as districts will not need to negotiate contract pricing with publishers.

EFFECT OF A "YES" OR "NO" VOTE

Amplify Substitution Request

A "YES" vote would allow ODE to substitute the updated version of Amplify Desmos Math (grades 6-8) for the previous version of Amplify Math (grades 6-8) on the mathematics instructional materials list for the remainder of the contract period (through January 2030).

A "NO" vote would deny the publisher's request to substitute the updated edition of Amplify Desmos Math on the mathematics instructional materials list

Cengage Substitution Request

A "YES" vote would allow the publisher Cengage to substitute the digital platform that accompanies their printed instructional materials, called myELT, for their updated digital platform, called Sparks, for their programs, *Perspectives*, *Impact*, and *Pathways*, which are currently on the ELP instructional materials list (through January 2028).

A "NO" vote would deny the publisher's request to substitute the digital platform that accompanies their printed instructional materials, called myELT, for their updated digital platform, called Sparks.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Amplify Desmos Substitution Request

Attachment 2: Cengage Impact & Pathways Substitution Request

Attachment 3: Cengage Perspectives Substitution Request

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.I.

<p>SUBJECT: Helix Charter School Waiver Request</p> <p>STAFF NAME & OFFICE: Kate Pattison, Director of School Choice, Options, and Recovery Education; Director's Office</p> <p>Helix Charter School is requesting a waiver of enrollment requirements in ORS 338.125(3) to implement a lottery process that provides preference to students who are children of Helix Charter School staff.</p>	<p><input checked="" type="checkbox"/> First Reading</p> <p><input type="checkbox"/> Presentation</p> <p><input checked="" type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action</p> <p><input type="checkbox"/> Temp Rule</p> <p><input type="checkbox"/> Presentation</p> <p><input type="checkbox"/> No Presentation</p>
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BACKGROUND

Public Charter School Waivers

The State Board of Education has been granted the authority to waive certain provisions of the Public Charter School Statutes in [ORS Chapter 338](#). The standards and process for requesting a waiver of ORS 338 have been set forth in [OAR 581-026-0130](#) and the 2020 Process to Request a Charter School Waiver.

ORS 338.025 Rules; waiver of provisions of chapter; exceptions.

(1) The State Board of Education may adopt any rules necessary for the implementation of this chapter. The rules shall follow the intent of this chapter.

(2) Upon application by a public charter school, the State Board of Education may grant a waiver of any provision of this chapter if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. The State Board of Education may not waive any appeal provision in this chapter or any provision under ORS 338.115 (1)(a) to (aa), 338.120, 338.125 (4), 338.135 (2)(b) or 339.122.

OAR 581-026-0130: Procedure to Waive Certain Provisions of the Charter School Law

(1) A public charter school may petition the State Board of Education for a waiver of any provision of ORS 338. The written petition must specify the reason(s) the charter school is seeking the waiver and any other relevant information.

(2) The public charter school must notify the sponsor if a waiver under this section is being considered. Waivers granted by the State Board to a charter school may require amending the charter under the provisions of OAR 581-026-0100 (7).

(3) The State Board of Education, upon receipt of a waiver petition, will review the petition and may grant the waiver upon a showing that approving the waiver would:

- (a) Promote the development of programs by providers;
- (b) Enhance the equitable access by underserved families to the public education of their choice;
- (c) Extend the equitable access to public support by all students; or
- (d) Permit the development of high quality programs of unusual cost.

(4) The State Board of Education may not waive any review provision under the Act or any provision under ORS 338.115(1).

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.I.

Helix Charter School

Helix Charter School began operating in the fall of 2023 after the district's only school was converted to a public charter school. Oregon law allows school districts with one school to convert to a public charter school and allows the district school board to serve as the charter school board. There are currently 25 single-school district charter schools operating in Oregon.

The school is located in Helix, a small rural town in Umatilla County with a population of about 200. The district serves students who live across 220+ square miles north of Pendleton. The school is about 18 miles from Pendleton, 37 miles from Umatilla, and 62 miles from La Grande.

In the 2022-23 school year, Helix School District served 147 students and employed 17 teachers, three educational assistants, and one administrator (2022-23 At-A-Glance Profile). The school district decided to convert the school to a charter school to leverage some of the charter school flexibilities such as educator qualifications and open enrollment boundaries.

The charter school has struggled to recruit qualified staff to fill vacant positions and seeks this waiver in hopes that the tiered enrollment process will increase successful recruitment.

ODE Staff Analysis of Waiver Request

The charter school is requesting to waive ORS 338.125(3), which includes the requirement that students who apply to the charter school must be selected through a lottery if the number of applicants exceed the charter school's capacity. This statute allows a public charter school to give priority enrollment to students who reside in the attendance boundary of a converted school public school, students who were enrolled in the prior year, students who were enrolled in a public preschool operated by the charter school, siblings of current students, and students who are at risk because of an economic or academic disadvantage.

Helix is proposing an enrollment process with three tiers of preference being applied to student enrollment. This will be included with the lottery when applications exceed the space available.

Tier 1 - Resident and HCS Staff Preference: Preference will be given to students who reside within the boundaries of the District and to any children of HCS staff. Students residing within the boundaries of the District and any children of HCS staff shall be admitted subject to applicable District policies.

Tier 2 - Incoming Kindergartner and Sibling Preference: If a student does not meet Tier 1 preference, the next tier of preference will be given to incoming Kindergartners and siblings of currently enrolled students. Students entering Kindergarten for the next calendar school year and siblings of current HCS students shall be admitted subject to applicable District policies.

Tier 3 - Non-resident Students: If a student does not meet Tier 1 or Tier 2 preferences the next tier of preference, Tier 3, will be given to a non-resident student based on availability of open slots. Non-resident students shall be admitted subject to applicable district policies.

As a single-school district with a public charter school, the district is still required to provide access to the charter school for residents of the Helix School District. Therefore, any student who moves into the

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.I.

attendance boundary is guaranteed enrollment at the charter school or an alternate option if they choose not to enroll at the charter school. This tiered approach to enrollment preference and lottery will apply to students who reside outside of the attendance boundary.

The school will still be required to comply with all other subsections of ORS 338.125.

ORS 338.025 requires the State Board to evaluate the waiver request based on the following criteria:

1. Does the waiver promote the development of programs by the district?
2. Does the waiver enhance the equitable access by underserved families to the public education of their choice?
3. Does the waiver extend the equitable access to public support by all students?
4. Does the waiver permit the development of high quality programs of unusual cost?

SUMMARY OF PREVIOUS BOARD ACTION

The State Board has not previously acted on items related to Helix Charter School.

Since 2014, the Board has approved 14 out of 20 waiver requests to allow children of staff to have priority admission or preference in the lottery. (See State Board Waivers List attached)

POLICY ISSUE OR CONCERNS

The State Board typically grants waivers for the duration of the charter school contract. Helix Charter School's current contract goes through June 30, 2028.

EQUITY IMPACT ANALYSIS

See application narrative provided by the requestor.

FISCAL ANALYSIS

There is no fiscal impact on the Department or the State Board of Education.

EFFECT OF A "YES" OR "NO" VOTE

Yes = If the Board grants the waiver, Helix Charter School will be able to utilize the tiered approach for enrollment process that allows children of staff to have tier 1 preference. The school will need to track data on the impact this waiver makes to their school and present the data annually to the department.

No = Helix Charter School will not be allowed to give preference to students beyond what is allowed in ORS 338.125.

ATTACHMENTS

Attachment 1: 2024 Helix Charter School Waiver Request

Attachment 2: 2022-23 Helix School District At-A-Glance School Profile

Attachment 3: State Board Waivers List

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
1	Willamette Valley Community School	Corvallis		Selection of students (students attending Alt. Ed. grandfathered in)	Approved		
2	Lourdes School	Scio	9-24-99	Waived from operational timeline	Approved	10-20-99	
3	Molalla Options	Molalla River	9-24-99	Waived from operational timeline	Approved	10-20-99	
4	Armadillo Technical Institute	Phoenix-Talent	7-9-01	20% out-of-district cap	Approved		
5	McCoy Academy	Portland	1-18-02	Waive PERS requirement (not joint with district)	Denied	2-2002	
6	Pioneer Youth Corps Academy (PYCO)	Eugene	1-18-02	Waive PERS requirement (not joint with district)	Denied	2-2002	
7	Lighthouse School	North Bend	3-25-02	Waive the 80% ADMw payment (ORS 338.155) in exchange for a 19 % ADMw funding and 19% in-kind services	Approved	4-18-02	
8	Lighthouse School	North Bend	3-27-02	Admission preference for children of charter school developers	Approved	4-18-02	486
9	Howard Street Charter School	Salem-Keizer	3-28-02	<ul style="list-style-type: none"> • Enroll siblings of 9th graders • Grandfather in current 6th and 7th graders 	Approved	4-18-02	
10	Sand Ridge Charter School	Lebanon Community	4-23-02	Request for waiver from 20% out-of-district cap (joint with the district)	Approved	6-18-02	
11	Lourdes School	Scio	4-29-02	Request for waiver from 20% out-of-district cap (joint with the district)	Approved	5-16-02	
12	Center for Advanced Learning	Gresham-Barlow	11-21-02	<ol style="list-style-type: none"> 1. Permission to have multiple districts as sponsors 2. Permission to waive having a comprehensive educational program 3. Permission to waive the percent of support accompanying each student from 95% to no more than 50% 	# 1 – Approved	2-20-03	
13	Armadillo Technical Institute	Phoenix-Talent	2-5-03	Waive PERS requirement, alternate retirement plan (not joint with district)	Denied		
14	Willamette Leadership Academy	Fern Ridge	9-9-03	Request for waiver from 20% out-of-district cap (joint with the district)	Approved		

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
15	Jane Goodall Environmental Middle School	Salem-Keizer	6-21-04	Request from 338.125-allows current 6 th and 7 th grade students priority enrollment. Lottery will be held for 6 th grade. Only for 2004-05 school year. (joint with the district)	Approved	9-16-04	
16	Phoenix School of Roseburg	Douglas County 4	7-20-04	<ul style="list-style-type: none"> • Request from 338.125(2)-to allow an in-district student enrollment “cap” of 140 students of the 195 student capacity. Remaining student population will be out-of-district students. • Request from 338.125-to establish concurrence by enrolling student, parents and staff that attendance at Phoenix is the best decision for the student. • Request from 338.135-to allow 40% of teaching/administrative staff to teach with a restricted, transitional license. Said teachers will enter a TSPC-approved MAT program and make adequate annual progress toward licensure. Initial licensure will be achieved within three years. 	1 st bullet granted, other two denied.	9-16-04	487
17	Network Charter School	Eugene	9-1-04	Request from 338.135-to allow teaching/administrative staff to teach with a regular, transitional license and be considered licensed staff	Approved	9-16-04	
18	Oregon Coast Technology Charter School	North Bend	3-8-06	Allow for successful continuation of the current technology program			
19	Springwater Environmental Sciences School	Oregon City	4-20-06	<ul style="list-style-type: none"> • Request to admit siblings if a sibling is drawn in the lottery • Founders children given priority in the lottery, will be admitted • Employee children given priority in the lottery to be admitted 	Approved		

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
20	Lighthouse School	North Bend	4-20-06	<ul style="list-style-type: none"> Request from 338.135-to allow teaching/administrative staff to teach with a regular, transitional license and be considered licensed staff for the 06-07 school year 	Approved	4-20-06	
21	Cascade Academy (Cascade Heights Charter School)	North Clackamas	5-25-06	Admission preference for children of charter school developers	Approved		
22	Sweet Home Charter School	Sweet Home	7-17-06	<ul style="list-style-type: none"> No preference district students, resident/non-resident the same Preference to current students and siblings 			
23	Kings Valley Charter School	Philomath	2-15-07	<ul style="list-style-type: none"> Establish geographic boundary for kindergarten enrollment priority 	Denied	3-07	
24	Oregon Connections Academy	Scio	2-15-07	<ul style="list-style-type: none"> Waiver from ORS 338.165 (SSF/Special Ed distribution formula) 			
25	Madrone Trail School	Medford	2-15-07	<ul style="list-style-type: none"> Preference for founding members and employees Preference for siblings, if one is selected first CS located in district that is not the sponsor 	Approved Approved Denied		488
26	Sage Community Charter School	Klamath County	5-18-07	Admission preference for children of charter school developers	Approved for 2007-08 school year		
27	Forest Grove Community Charter School	Forest Grove	5-18-07	Admission preference for children of charter school developers, board members and staff	Approved for 2007-08 school year		
28	Insight School of Oregon	Lincoln County	9-7-07	Request waiver from OAR 338.125, 50% of students must be in-district.			
29	West Lane Technical Learning Center	Fern Ridge	11-15-07	Request waiver from OAR 338.125, 50% of students must be in-district.	March 2008		
30	Oregon Connections Academy	Scio	11-27-07	<ul style="list-style-type: none"> waiver from ORS 338.165 (SSF/Special Ed distribution formula) 			

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
31	Alliance Charter Academy	Oregon City	Dec 2. 2007	Admission preference for children of charter school staff for Spring 2008 lottery and no more than 5%	First read 1.17.2008 Bring back for consent agenda in Feb.	Feb. 2008	
32	Oregon Virtual Academy Charter School	North Bend	1-17-08	Request waiver from OAR 338.125, 50% of students must be in-district.	Information only		
33	Sisters Web Academy	Sisters	3.25.2008	50% waiver request	Denied 5/15/2008		
34	Marcola Web Academy	Marcola	3.25.2008	50% waiver request	Denied 5/15/2008		
35	Oregon Virtual Academy Charter School	North Bend	06/19/08	50%	Approved	06/19/08	
36	Sisters/Marcola Web Academy	Sisters/Marcola	06/19/08	50%	Approved with conditions	6/19 Withdrawn July 2008	489
37	Sisters Academy Fine Arts	Sisters	06/19/08	Active Enrollment – 25	Approved	06/19/08	
38	Four Rivers	Ontario	06/19/08	Lottery	Approved	06/19/08	
39	ORCA	Scio	12/12/08	50%	Approved	02/19/09	
40	Community Roots	Silver Falls	02/19/09	Lottery	Approved	02/19/09	
41	Muddy Creek	Corvallis	02/19/09	Lottery	Approved	02/19/09	
42	Opal	Portland	04/16/09	Lottery	Approved	04/16/09	
43	ORCA	Scio	04/16/09	50%	Approved	06/19/09	
44	West Lane Technology	Fern Ridge	06/19/09	50%	Approved	06/20/09	
45	Three Rivers	West Linn-Wilsonville	08/28/09	Lottery	Approved	08/28/09	

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
46	Prospect	Prospect	10/23/09	Enrollment Priority	Approved	10/23/09	
47	Sisters Academy Fine Arts	Sisters	12/04/09	Active Enrollment – 25	Approved	12/04/09	
48	Village School	Eugene	01/29/10	Enrollment Priority	Approved	01/29/10	
49	Portland Village	Portland	03/11/10	Enrollment Priority	Approved	03/11/10	
50	Portland Village CS	Portland	8/6/10	Enrollment Priority	Approved	10/29/10	
51	ACE	Reynolds	9/28/10	Enrollment Priority – All 4 SDs	Approved	12/9/2010	
52	Four Rivers	Ontario/SBE	10/26/10	Enrollment Priority – Employees/Siblings	Approved	12/9/2010	
53	CAL	Gresham-Barlow	9/23/10	Enrollment Priority – All 3 SDs	Approved	1/21/2011	
54	Oregon Connections Academy	Scio	2/11/11	50%			490
55	Oregon Virtual Academy	North Bend	2/14/11	50%			
56	Ivy School	Portland	1/8/11	Enrollment Priority	Approved		
57	Coburg Charter School	Coburg	3/30/11	Enrollment Priority	Approved	4/14/11	
58	Alliance Charter Academy	Oregon City	3/1/11	Enrollment Priority	Approved	4/14/11	
59	Trillium Charter School	Portland	2/21/11	Enrollment Priority	Approved	4/14/11	
60	Madrone Trail Charter School	Medford	3/1/11	Enrollment Priority	Approved	4/14/11	
61	Oregon Virtual Academy	North Bend		50%			
62	Oregon Connections Academy	Scio		50%			

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
63	Alliance Charter Academy	Oregon City	4/21/11	50%	N/A		
64	North Powder Charter School	North Powder	4/11/11	Enrollment Priority	Approved	5/19/11	
65	Alliance Charter Academy	Oregon City	4/21/11	50%	Approved	6/24/11	
66	Four Rivers Community School	Ontario/SBE	4/25/11	Enrollment Priority	Approved	6/24/11	
67	MITCH	Tigard-Tualatin	6/1/11	Enrollment Priority	Approved	6/24/11	
68	West Lane Tech Learning Center	Fern Ridge	5/31/11	50%			
69	Coburg Community Charter School	Eugene		Enrollment Priority – attendance boundary	Approved	3/2012	491
70	Sauvie Island Charter School	Scappoose		Enrollment Priority – geographical boundary & Children of staff	Approved	3/2012	
71	LeMonde Charter School	Portland		Enrollment Priority	Approved	3/2012	
72	JGEMS	Salem-Keizer		Enrollment Priority	Approved	3/2012	
73	Four Rivers Community School	ODE		Enrollment Priority	Approved	4/2012	
74	Hope Chinese Charter School	Portland		Enrollment Priority	Approved	4/2012	
75	Portland Village School	Portland		Enrollment Priority	Approved	4/2012	
76	Willamette Leadership Academy	Springfield		Enrollment Priority – former district	Approved	4/2012	

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
77	Paisley Charter School	Paisley		Registered/Licensed Teachers	Approved	6/2012	
78	Gresham-Barlow Web Academy	Gresham-Barlow		Term of Renewal Contract	Approved	6/2012	
79	REALMS	Bend-La Pine		Enrollment Priority	Approved	1/2013	
80	ORVED East	Sherman Co		Enrollment Priority – Geographical Boundary	Denied	3/2013	
81	ORVED West	Gaston		Enrollment Priority – Geographical Boundary	Denied	3/2013	
82	Sherwood Charter School	Sherwood		Enrollment Priority	Approved	3/2013	
83	Ridgeline Montessori Charter School	Eugene		Enrollment Priority	Approved	4/2013	492
84	Arco Iris Charter School	Beaverton		Enrollment Priority	Approved	5/2013	
85	Opal Charter School	Portland		Enrollment Priority	Approved	9/2013	
86	Eola Hills Charter School	Amnity		Physical location outside sponsoring district	Approved	10/2013	
87	Madrone Trail Charter School	Medford		Enrollment Priority – Prior Waldorf Experience	Denied	10/2014	
88	Lewis and Clark Montessori Charter School	Gresham-Barlow		Enrollment Priority	Approved	10/2014	1 year
89	Kairos PDX	Portland		Enrollment Priority	Approved	10/2014	1 year
90	Bend International School	Bend La Pine	3/24/2015	Enrollment Priority/Weighted Lottery	Approved	3/5/2014	1 year
91	LEP High School	PPS	4/30/2015	Closure notice timeline	Approved	5/21/2015	NA

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
92	Imbler Charter School	Imbler	November 2015	Enrollment Priority (Staff)	Approved	1/21/2016	Charter Term
93	Arco Iris Charter School	Beaverton	March 2016	Enrollment Priority (Staff and Middle School Students from Other Public Spanish Language Immersion Programs)	Approved	5/19/2017	Charter Term
94	Lighthouse Charter School	Coos Bay	February 2016	Enrollment Priority (Students Previously Enrolled)	Approved	5/19/2017	1 Year
95	Paisley Charter School	Paisley	January 2017	Enrollment Priority (Staff)	Approved	2/23/2017	Charter Term
96	Four Rivers Community School	Ontario	January 2017	Enrollment Priority (Staff)	Approved	2/23/2017	Charter Term
97	Sauvie Island Charter	Scappoose	January 2017	Enrollment Priority (On-Island & Staff)	Approved	3/23/2017	Charter Term
98	Desert Sky Charter School	Bend LaPine	January 2017	Enrollment Priority (Staff and Founders)	Approved	3/23/2017	Charter Term
99	Molalla River Academy	Molalla River	December 2017	Enrollment Priority (Staff)	Approved	6/21/2018	Charter Term
100	Wahtonka Charter School	North Wasco County	March 2018	Enrollment Priority (Students Previously Enrolled)	Approved	6/21/2018	Charter Term
101	The Cottonwood School	PPS/ODE	April 2018	Enrollment Priority (Staff)	Approved	6/21/2018	Charter Term
102	Alliance Charter Academy	Oregon City	April 2019	Enrollment Priority (Staff)	Denied	6/20/19	
103	Dallas Community School	Dallas SD	April 2019	Enrollment Priority (Staff)	Denied	6/20/19	
104	Hope Chinese Charter School	Beaverton SD	April 2019	Enrollment Priority (Staff)	Denied	6/20/19	

Oregon State Board - Public Charter School Waiver Requests

#	Charter School	District	Request Date	Request Type	Action Type	Action Date	Waiver Term
105	Lewis and Clark Montessori Charter School	Gresham-Barlow SD	April 2019	Enrollment Priority (Staff)	<i>Denied</i>	6/20/19	
106	Mountain View Academy	Lowell SD	April 2019	Enrollment Priority (Staff Children and Grandchildren)	<i>Denied</i>	6/20/19	
107	Woodland Charter School	Three Rivers SD	April 2019	Enrollment Priority (Staff)	<i>Denied</i>	6/20/19	
108	Emerson Charter School	PPS	Feb 2020	Weighted Lottery	<i>Approved</i>	6/18/2020	<i>Charter Term</i>
109	The Village School	PPS	Feb 2020	Weighted Lottery	<i>Approved</i>	6/18/2020	<i>Charter Term</i>
110	KairosPDX	PPS	Feb 2020	Weighted Lottery and Enrollment Priority (Staff)	<i>Approved</i>	6/18/2020	<i>Charter Term</i> ₉₄
111	The Ivy School	PPS/ODE	Feb 2020	Weighted Lottery and Enrollment Priority (Staff)	<i>Approved</i>	6/18/2020	<i>Charter Term</i>
112	Le Monde French Immersion School	PPS	Mar 2021	Registered/Licensed Teacher (up to 100% registered)	<i>Denied</i>	5/20/2021	
113	Four Rivers Community School	PPS/Ontario	Mar 2021	Weighted Lottery	<i>Approved</i>	5/20/2021	<i>Charter Term</i>
114	The Lighthouse School	Coos Bay	Mar 2022	Enrollment Priority (35% nonresident)	<i>Denied</i>	3/17/2022	
115	Sauvie Island School	Scappoose	January 2023	Enrollment Priority (Children of Staff)	<i>Approved</i>	5/18/2023	<i>Charter Term</i>



OREGON AT-A-GLANCE DISTRICT PROFILE

Helix SD 1

SUPERINTENDENT: Brad Bixler | 120 Main, Helix 97835 | 541-457-2175

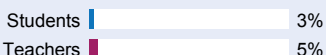


Students We Serve

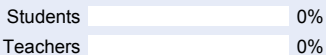


DEMOGRAPHICS

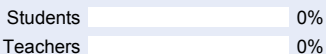
American Indian/Alaska Native



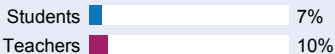
Asian



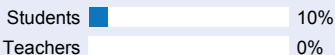
Black/African American



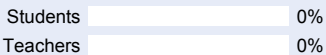
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*

Ever English Learners



1
Languages Spoken

12%

Students with Disabilities

*

Mobile Students

28%

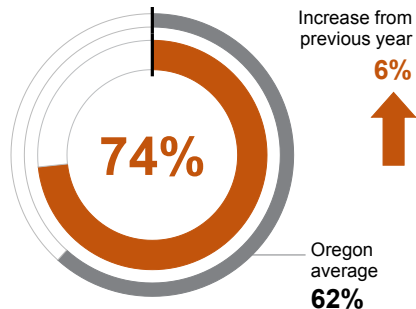
Free/Reduced Price Lunch

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

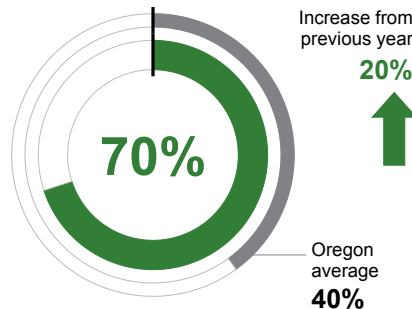


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

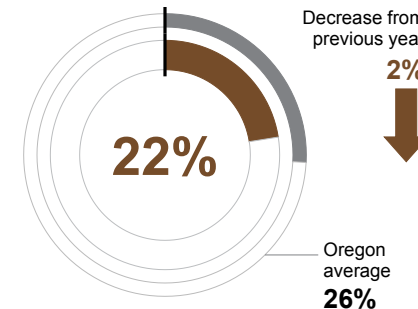
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

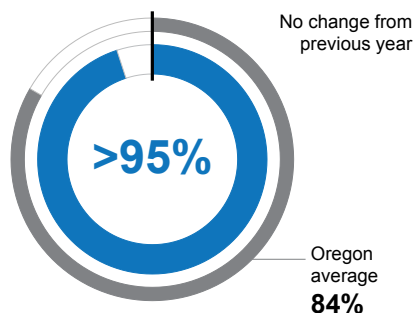
Students meeting state grade-level expectations.



High School Success

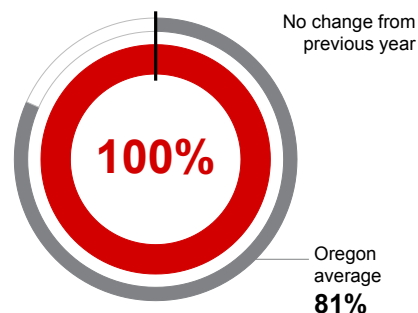
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



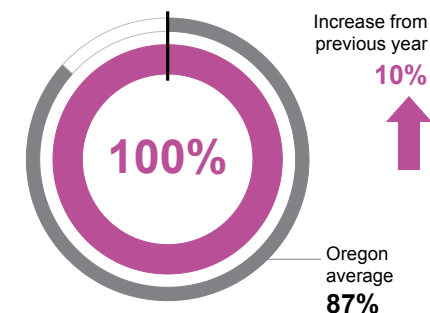
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



District Goals

Our district strives to promote equity and provide a quality education for each student we serve. By focusing on equity, Helix SD aims to reduce the achievement gap between student groups and ensure all of our students graduate. The Helix SD On-Track to Graduate program percentage was greater than 95%, and 100% of our seniors graduated on-time. We continue to be committed to providing student centered, culturally relevant instruction and to maintain high expectations for all students.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Helix SD 1

Outcomes

Our Staff (rounded FTE)



1

Administrators



17

Teachers



3

Educational assistants



<1

Counselors



0

Social Workers



0

Licensed Librarians



<1

Psychologists



78%

% of licensed teachers with more than 3 years of experience

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	73%
Multiracial	43%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	78%
Free/Reduced Price Lunch	76%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	77%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	74%
Male	73%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	>95%
Free/Reduced Price Lunch	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	<10 students or data unavailable
Male	<10 students or data unavailable
Non-Binary	<10 students or data unavailable

Grade 3 ENGLISH LANGUAGE ARTS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	70%
Free/Reduced Price Lunch	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	<10 students or data unavailable
Male	<10 students or data unavailable
Non-Binary	<10 students or data unavailable

ON-TIME GRADUATION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	<10 students or data unavailable
Free/Reduced Price Lunch	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	Coming in 2023-24
Talented and Gifted	<10 students or data unavailable
Female	<10 students or data unavailable
Male	<10 students or data unavailable
Non-Binary	<10 students or data unavailable

Grade 8 MATHEMATICS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	23%
Free/Reduced Price Lunch	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	40%
Male	<10 students or data unavailable
Non-Binary	<10 students or data unavailable

496

FIVE-YEAR COMPLETION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	<10 students or data unavailable
Free/Reduced Price Lunch	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	Coming in 2023-24
Talented and Gifted	<10 students or data unavailable
Female	<10 students or data unavailable
Male	<10 students or data unavailable
Non-Binary	Coming in 2023-24

2024 Charter School Waiver Request Form

Charter School Overview

Category	Your Response
Charter School Name	Helix Charter School
Address	106 Main Street, PO Box 398, Helix, OR 97835
Administrator Name	Brad Bixler
Contact Information	brad.bixler@helixsd.org / 541-457-2175
School District	Helix School District
Year School Opened	July 2023
Current Charter Contract Dates (Start and End Date)	July 14, 2023 - June 30, 2028
Brief description of your charter school's educational model (max 500 characters)	The mission of the Helix Charter School (HCS) is to encourage the success of all students by focusing on the student holistically. HCS's goals encompass the various aspects necessary to accomplish this, including critical thinking skills, arts education, and Science, Technology, Engineering and Math (STEAM) concepts. HCS believes that if a student is educated across these areas in addition to the core curriculum, they will be well rounded, life-long learners. In this endeavor HCS will seek to maintain the tradition of small class sizes and staff/student rapport that provides for an optimal educational experience. The staff, parents, community and various organizations will provide educational partnerships aiming toward student success. HCS will be guided by the Helix School District's Integrated Plan.

Waiver Request Summary

What statute would you like the State Board to waive?	338.125 (3)
Please summarize the waiver request (max 500 characters)	<p>As a rural community, HCS has struggled to find qualified staff to fill vacant positions. The Helix Charter Council has proposed a revision to the enrollment process to increase the opportunity for staff children and kindergarten students to attend HCS. HCS would like to use a tiered system to select students through an equitable lottery process as described below:</p> <p>Resident and HCS Staff Preference (Tier 1). Preference will be given to students who reside within the boundaries of the District and to any children of HCS staff. Students residing within the boundaries of the District and any children of HCS staff shall be admitted subject to applicable District policies.</p> <p>Incoming Kindergartner and Sibling Preference (Tier 2). If a student does not meet Tier 1 preference, the next tier of preference will be given to</p>

<p>What statute would you like the State Board to waive?</p>	<p>338.125 (3)</p>
	<p>incoming Kindergartners and siblings of currently enrolled students. Students entering Kindergarten for the next calendar school year and siblings of current HCS students shall be admitted subject to applicable District policies.</p> <p>Non-resident Students (Tier 3). If a student does not meet Tier 1 or Tier 2 preferences the next tier of preference, Tier 3, will be given to a non-resident student based on availability of open slots. Non-resident students shall be admitted subject to applicable district policies.</p> <p>Lottery. If applications for enrollment exceed the number of openings within a tier, HCS will conduct a lottery for that tier.</p> <p>Equitable Principles. The foregoing tiers shall be applied in each year of enrollment with students within each level being selected.</p> <p>This tiered process will provide stability in HCS enrollment and help attract and retain qualified staff.</p>

Waiver Request Detail

<p>1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?</p>
<p>HCS has no indication or data that supports that a racial/ethnic or underserved group will be affected.</p>
<p>2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?</p>
<p>No. Students applying within each of the tiers is expected to be representative of the current diversity of HCS.</p>
<p>3. What are the barriers to more equitable outcomes? (E.g. mandated, political, emotional, financial, programmatic or managerial)</p>
<p>No barriers have been identified. HCS is currently completing its first year as a charter school. Enrollment data will be collected going forward which may indicate barriers to equitable outcomes. During this school year all students that wanted to attend HCS were admitted.</p>
<p>4. How have you intentionally involved stakeholders who are also members of the communities affected by the waiver request? How do present your information in questions (1), (2) and (3) to these stakeholders?</p>
<p>The Helix Charter Council, which represents in-district and out-of-district parents, students, and HCS staff discussed the enrollment process during open meetings and sought input from stakeholders before bringing an Enrollment MOU to the Helix School District Board of Directors. As a rural district, HCS and the Helix School District have struggled to attract and retain staff. Due to limited housing in Helix, many HCS staff live outside of the district and have to travel from surrounding communities to work in Helix. Allowing HCS to prioritize staff children in Tier 1 and kindergarten age students in Tier 2, will help attract and retain staff and support families from across our local communities that want to begin their child’s formal public school education at HCS.</p>

5. How will you modify or enhance your strategies to ensure each students’ and communities’ individual and cultural needs are met?

HCS will continue to seek input from stakeholders annually through surveys and in-person events to ensure cultural needs are met. We will continue to build partnerships with our local tribes through our educational, health, and professional contacts with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR). Currently, CTUIR provides mental health support and a special education liaison for our Native students that attend HCS.

6. How are you collecting data on race, ethnicity, and native language?

HCS collects data through enrollment forms that are collected at the beginning of the year.

7. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in culturally responsive instruction?

HCS maintains a focus on our local community, people, and resources available to our community. We focus on social emotional learning daily and provide a licensed school social worker full time to support our students and staff. The HCS staff have been trained in Character Strong, a research-backed curricula and training that increases belonging, well-being, and engagement for HCS students and staff. Our daily schedule is built to support social emotional times for all students and our teams use an equity lens developed in partnership with InterMountain Education Service District (IMESD), in our decision making processes. HCS staff strive to understand the different learning styles of our K-12 students and we accommodate those differences with modifications in the classroom and differentiate our curriculum to meet our students’ needs.

Data Collection

All charter schools with approved waivers will be required to report the impact of the wavier annually to the State Board. What is the charter school’s plan for collecting data on how the proposed waiver will impact students and the quality of education? The plan must minimally include disaggregated data by student demographics and stakeholder engagement.

Helix Charter School – Student Demographics

	Hispanic	Two or More	American Indian/ Alaskan Native	Asian	Black/ African American	Native Hawaiian/ Other Pacific	White	Other	Total
Female	5	11	4	0	0	0	71	0	91
Male	7	6	1	0	0	1	76	0	91
Non-Binary	0	0	0	0	0	0	0	0	0
Total	12	17	5	0	0	1	147	0	182

Currently the only home language spoken by HCS students is English. HCS will continue to collect student demographic data annually, as well as attendance, behavior data, and academic performance data throughout the year. HCS has no indication or data that supports that a racial/ethnic or underserved group will be affected by this waiver.

Sponsor Acknowledgment

The State Board is interested to understand the charter school sponsor's position on the waiver request. Please include evidence that the sponsor acknowledges being notified of the waiver request and whether or not the sponsor is in favor of the request.

The Helix Charter Council proposed a change in the enrollment process to the Helix School District Board of Directors during their regular board meeting on March 13, 2024. The Helix School District Board reviewed the proposal, sought public input, and approved the attached MOU on April 10, 2024.

<https://5il.co/2ie4m>

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.J.

<p>SUBJECT: State Board of Education Board Leadership STAFF NAME & OFFICE: Corey Rosenberg, SBE Administration</p> <p>Election of State Board of Education Chair, Vice Chair, & 2nd Vice Chair. to serve July 1, 2024 – June 30, 2025</p> <p><input type="checkbox"/> New Rule <input 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>
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BACKGROUND

The State Board of Education Procedures & Policy Manual states in Policy Number 101 that each year, the board will elect their Chair, Vice Chair, 2nd Vice Chair. The Board is to create a committee of two to three Board members to nominate Board leadership. This year, Guadalupe Martinez Zapata and Bridgett Wheeler were the nominating committee. For this First Reading, they are proposing nominations for the Chair and Vice-Chair positions. They continue to consider nominations for the 2nd Vice-Chair position. Therefore, the nominatrions are as follows:

Chair: Jennifer Scurlock

Duties of the Chair:

- Sets agenda.
- Presides at meetings.
- Ensures fairness and impartiality.
- Enforces parliamentary procedure.
- Acts as the primary spokesperson to the press for the board.
- Performs other duties as may be required by law or action of the board.
- Names members for board subcommittees and liaisons, unless a majority of the board votes otherwise.
- Serves as an ex-officio member on board subcommittees.
- Calls special meetings not on board’s adopted calendar.

Vice-Chair: Shimiko Montgomery

Duties of the Vice Chair:

- Presides at meetings in the event of an absence of the Chair.
- Performs other duties as directed by the Chair or the vote of the board.

2nd Vice-Chair: TBD

Duties of the Second Vice Chair:

- Presides at meetings in the event of an absence of the Chair and Vice Chair.
- Performs other duties as directed by the Chair or the vote of the board.

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.J.

SUMMARY OF PREVIOUS BOARD ACTION

Previously, Guadalupe Martinez-Zapata served as Chair, Jennifer Scurlock served as Vice-Chair, and Shimiko Montgomery served as 2nd Vice-Chair. According to the State Board Procedures and Policy Manual, an individual serving as Chair may do so for up to two consecutive years, pending renomination and board approval. There are no limits on the number of terms a member may serve in the Vice-Chair or 2nd Vice-Chair positions.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

POLICY ISSUE OR CONCERNS

The State Board of Education has clear guidelines to select their Board leadership. The Board administrator is asked to create a nominating committee comprised of two to three Board members. However, the Board administrator removes themselves from nominating committee discussions. Once the nominating committee discusses Board leadership, they alert the Board administrator of their nominations after they speak to the nominees. Board administrator then presents the nominations to the full Board as a first reading. The first reading alerts the public that the Board is considering these Board members for leadership positions and allows for public comments on these recommendations. The full Board will take action in June of 2024.

EQUITY IMPACT ANALYSIS

Since the Board's Policy & Procedures manual describes a process of nominating Board leadership, outside educational stakeholders, school districts, or advisory groups are not included in the nomination committee deliberations. The opportunity to provide feedback on Board leadership is open during the first reading in May and action in June.

The Board of Education is focused on equity, diversity, and inclusion. The nominating committee took into account not only professional experience but also background coupled with experience on the board.

FISCAL ANALYSIS

This will not have fiscal impact on the Board, the Department of Education or school districts.

EFFECT OF A "YES" OR "NO" VOTE

A rejection of the nominating committee recommendations would trigger a Board conversation about who will be part of Board leadership. Accepting the recommendations of the nominating committee,

Oregon State Board of Education

May 16, 2024

AGENDA ITEM: 7.J.

would mean that the current nominees would serve as Chair, Vice-Chair and 2nd Vice-Chair for the State Board of Education for the period of July 1, 2024 to June 30, 2025.

STAFF RECOMMENDATION

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

ATTACHMENTS

None