



# 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, September 18, 2025**

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

**Please note: all times are approximate.**

- 1. **Call to Order**
  - A. **Roll Call**  
Time: 9:00 AM
  - B. **Board Member Reports**  
Time: 9:05 AM
  - C. **Break**  
Time: 10:05 AM
  - D. **Director's Report** **3**  
Time: 10:10 AM
- 2. **Public Comment**  
Time: 10:40 AM
  - A. The State Board of Education will hold space for **virtual** public comment. **37**  
Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook.
- 3. **Consent Agenda**  
Time: 10:55 AM
  - A. 2025-2026 Student Advisor Nominations **42**
  - B. Transportation Supplemental Plan: Centennial School District **44**
  - C. Transportation Supplemental Plan: Silver Falls School District **58**
  - D. Transportation Supplemental Plan: Tigard-Tualatin School District **76**
  - E. Transportation Supplemental Plan: Umatilla School District **101**
  - F. Transportation Supplemental Plan: Hillsboro School District **111**
- 4. **Adoptions**
  - A. House Bill 2453 (2025) Bill Implementation: District Equity Committees Updates: **120**  
Temporary Rules  
Time: 11:00 AM  
Rebekah Ogimachi and Cassie Medina, Office of Education Innovation and Improvement



B. State School Fund and Statewide Education Initiatives Account Fund Calculation 139  
for Approved Recovery Schools: Temporary Rules  
*Time: 11:20 AM*  
Kate Pattison, Office of Relations, Management, and Support and Mike Wiltfong, Office of Finance and Information Technology

C. Technical Fix: Manuals for Administration of State Assessments: Temporary Rules 157  
*Time: 11:40 AM*  
Andrea Lockard, Dr. Audrey Lingley, and Ben Wolcott, Office of Research, Assessment, Data, Accountability, and Reporting

**5. First Readings**

A. Pupil Transportation Rule Updates 2025 178  
*Time: 11:55 AM*  
Brock Dittus, Pupil Transportation and Fingerprinting Team

**6. Break for Lunch**  
*Time: 12:00 PM*

**7. First Readings (continued)**

A. Instructional Materials Adoption: Social Science 239  
*Time: 1:00 PM*  
Amit Kobrowski and Deirdre Banning-Shaughnessy, Office of Teaching, Learning, and Assessment

B. Menstrual Dignity for Students Grant Program Process Improvements: OAR 269  
581-021-0596 and OAR 581-021-0590  
*Time: 1:15 PM*  
Sasha Grenier and Vanessa Martinez, Office of Teaching, Learning, and Assessment

C. House Bill 2007 (2025) Implementation: State Summer Learning Grant Program 300  
New Rules  
*Time: 1:35 PM*  
Raquel Gwynn, Office of Teaching, Learning, and Assessment and Savannah Solario, Office of Finance and Information Technology

**8. Adjourn**  
*Time: 2:30 PM*



OREGON  
DEPARTMENT OF  
EDUCATION



**EDUCATION  
ACCOUNTABILITY  
SHARED  
RESPONSIBILITY.  
REAL RESULTS.**

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State Board of Education: September 2025  
Dr. Charlene Williams, Director



# EDUCATION ACCOUNTABILITY

## SHARED RESPONSIBILITY. REAL RESULTS.

### ***Our Vision for Accountability***

*Every scholar, a word used to see the full capacity of children and learners of all ages, flourishes academically, socially, emotionally, and holistically at every stage of their education. Students become citizens who are ready to learn, ready to earn, and ready to contribute to their communities.*

***Change for Oregon's scholars must begin with the Oregon Department of Education and extend from the instructional core to the school door.***

# Mission, Vision & Values

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**Vision:** Every student will have access to and benefit from a world-class, well- rounded and equitable education system.

**Mission:** The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners and communities.

**Values:** Integrity. Accountability. Excellence. Equity.





# Priority #1

## Academic Excellence



### **Working Definition:**

Our scholars deserve to learn at high levels so they have the skills and knowledge to do their best work.

# Regional Teacher of the Year

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# Priority #2

## Belonging & Wellness



### **Working Definition:**

Creating the conditions so students are ready to learn, including their sense of wellness and belonging; affirming their identity, ability to honor and respect others.



## PLEASANT VALLEY ELEMENTARY



# Attendance Awareness Month





# Priority #3

## Reimagining Accountability



### **Working Definition:**

As we demand higher outcomes for students there's reciprocal accountability

# Highlights

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- **Accountability Update**
- **Strategic Plan**
- **Cell phone Executive Order**



# Accountability

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# Big Picture Goals

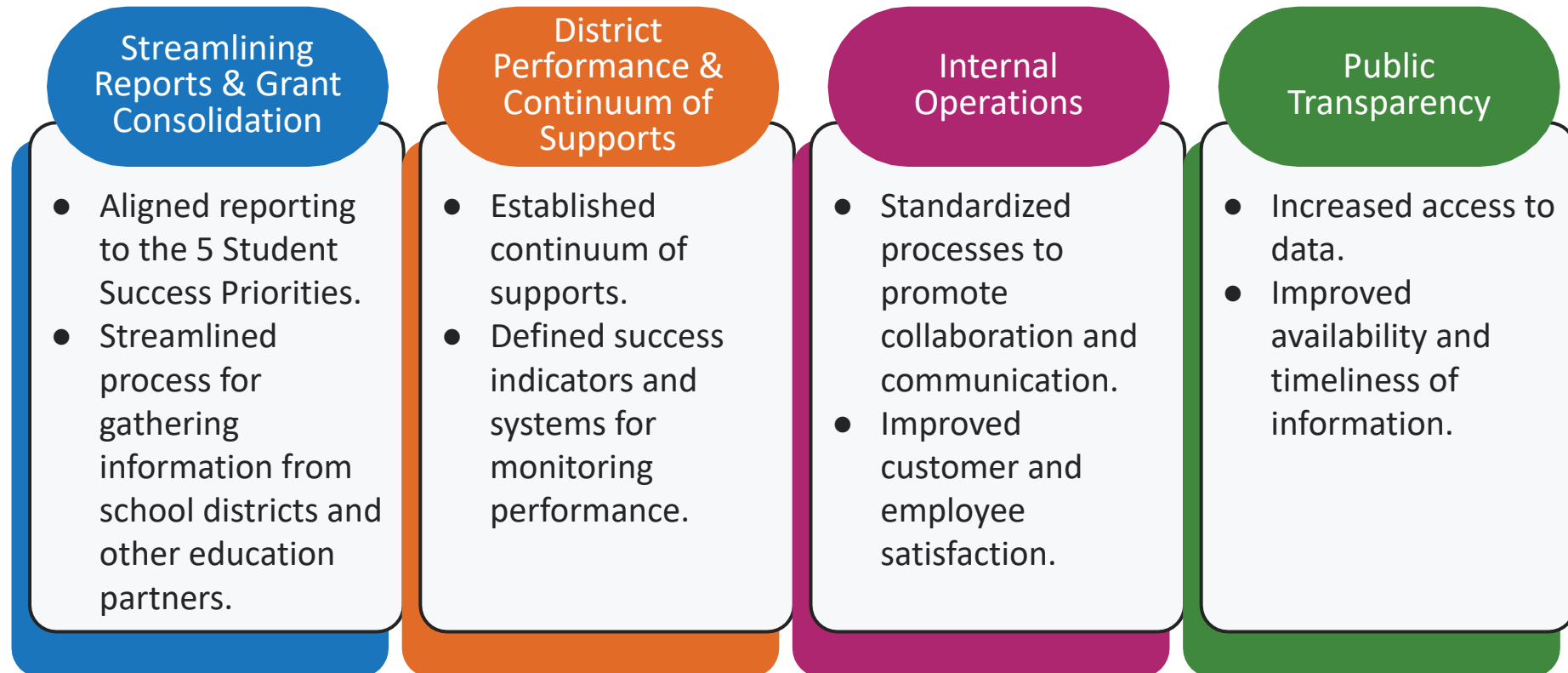
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- Build a **stronger, equitable accountability system**
- Provide **meaningful, timely support to districts**
- **Increase transparency and public trust**
- **Reduce administrative burden** through streamlined reporting
- **Relentless focus on improving student outcomes** - including academic and social-emotional outcomes

**ONE  
BAND!  
ONE  
SOUND!**

# Overall Approach (Workstreams)

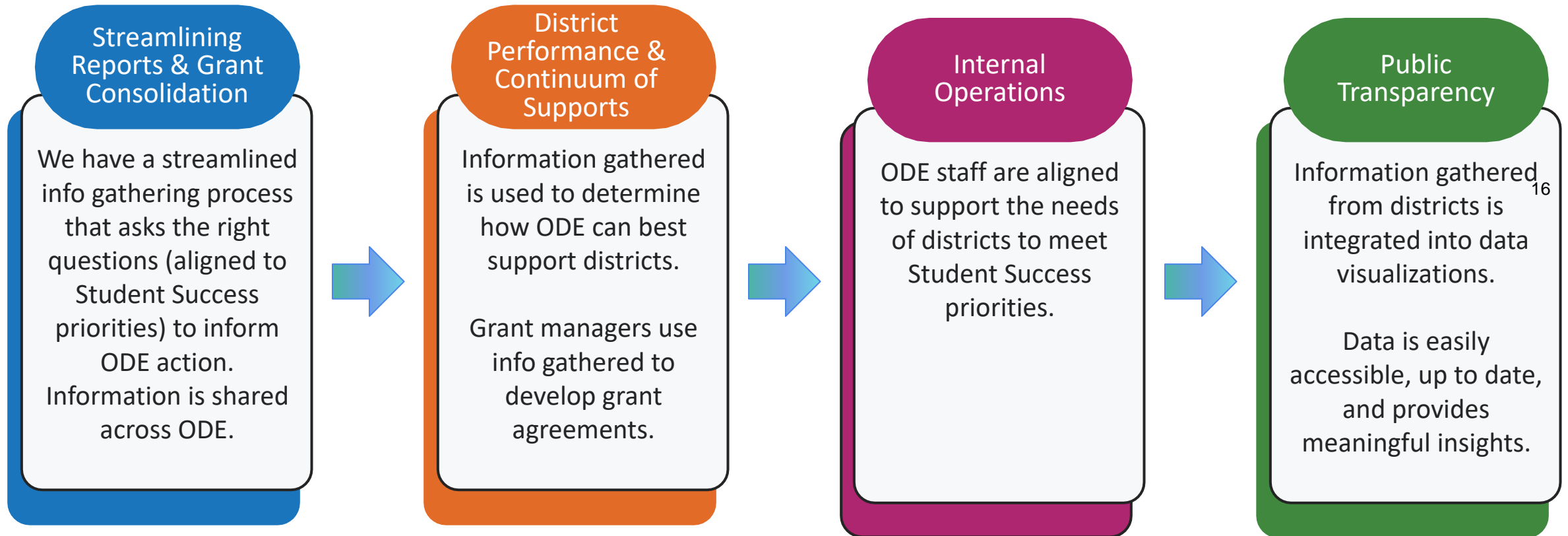
## Four Workstreams & Desired Outcomes



# Overall Approach (Structure)



# Putting it Together



# Key Dates for Streamlining

## Streamlining Reports & Grant Consolidation

### **August 2025**

- Launched pilot development with 34 school districts.

### **School Year 2025-26**

- Develop, test and refine consolidated grant application and reduced reporting process with district partnership and perspective.
- ODE submits progress report to the legislature (Dec. 2025).

### **School Year 2026-27**

- Full year of streamlined reporting for pilot districts only.
- ODE submits progress report to the legislature (Dec. 2025, Dec. 2026).

### **School Year 2027-28**

- All Oregon school districts follow streamlined process.

# Key Dates for District Performance

## District Performance & Continuum of Supports

### During the 2025-26 School Year

- Engagement and rulemaking for:
  - Developing a Continuum of Supports with clear entry and exit points for each stage.
  - Developing a list of up to five local metrics that districts may choose from.
  - Expanding statewide performance growth targets (to include K-2 attendance & 8th grade math).
  - Developing a list of up to four approved interim assessments that districts may choose from.
- School districts and charters set growth targets for new metrics (they must select one local metric from the board-adopted options).

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### During the 2026-27 School Year

- ODE begins reviewing and tracking progress towards local and statewide metrics, annually.

### During the 2027-28 School Year

- School districts and charter schools administer interim assessments three times per year in grades K-8 in Math and ELA and review the data during a public meeting.

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# Key Dates for Public Transparency

## Public Transparency

### **Summer 2025 - Winter 2026**

- Centralize and consolidate existing ODE reports and data to make them easier to locate and access.

### **Summer 2025 - Fall 2027**

- Design and implement internal policies that guide the development, publication, and use of transparent, accessible data tools and that ensure consistent, equitable communication of education data.

### **Summer 2025 - Fall 2027**

- Develop and maintain an academic and financial data dashboard that integrates key educational performance metrics and financial data.
- Develop and launch a dynamic public dashboard with state and local metrics and visual indicators for progress across metrics, including disaggregated student group performance, and the status of supports provided through the Continuum of Supports.

# Key Dates for Internal Operations

## Internal Operations

### March - December 2025

- **Realign Agency Structure**
  - Evaluate current ODE structure, align operational and academic portfolios, and align advisory committees to inform ODE action.
- **Enhance Staff Training Practices**
  - Determine skill deficits and identify training needs; review and update PDs; design and deliver training for managers and staff.

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### April 2025 - June 2026

- **Increase Procurement Efficiencies**
  - Design and deliver procurement training for ODE programs and set lead time targets for procurement.

# Rulemaking and Engagement

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## Key Practices:

- Utilize **ORCA** as rulemaking advisory body
- Establish **Technical Advisory Committees** to gather subject matter and on-the-ground expertise and feedback
- **Ensure alignment** to “North Star” priorities and commitments from Senate Bill 141
- **Engage partners** through entire process

## Timeline:

- Early October: ORCA first read
- Mid October: TAC meetings
- Mid October: SBE first read
- November: potential TAC meetings for further refinement
- Mid November: ORCA second read
- Mid December: SBE second read

# State Board Guidance and ODE Reporting

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- ODE will share monthly progress reports with SBE
- Reports will identify major milestones and moments of success
- Reports will identify barriers, friction points, challenges, and requests for SBE guidance and feedback



# Strategic Plan

# From Many Layers to One Strategic Plan

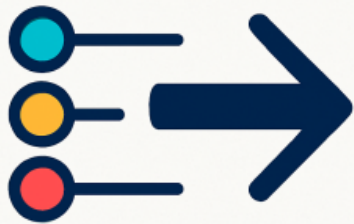


- **Agency Mission, Vision, and Values**
- **Three Pillars:**
  1. Academic Excellence
  2. Belonging & Wellness
  3. Reimagining Accountability
- **Statewide Longitudinal Performance Growth Targets**
- **ODE's Equity Strategic Plan**
- **Five Priorities for Student Success**
  1. High-quality learning experiences
  2. Aligned & coherent systems
  3. Engaged communities
  4. Safe & inclusive schools
  5. Committed & supported staff
- **Program Plans & Strategies:** STEM Plan; Student Success Plans; CTE plan, etc.

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# Four Steps to ODE's New Strategic Plan

**STRATEGIC ALIGNMENT**  
(NOT NEW GOALS)



**Step 1: Organize & visualize** agency priorities, objectives, and goals

**Step 2: Build shared understanding** around agency priorities, objectives, and goals (*external and internal*)

**Step 3: Develop ODE Strategic Plan\*** focused on tangible, concrete outcomes

**Step 4: Develop Implementation & Monitoring** plan

\*Aligned to Gov Kotek's expectations for all agencies

# Getting it done

WestEd  *Thriving Learners, Empowered Communities*

 education  
northwest

**WestEd & EdNW will facilitate this process.**

Key Milestones:

- Visual Crosswalk of priorities, objectives, and goals— **October 2025**
- Kick-Off & Communication Plan – **October 2025**
- Strategic Alignment Sessions – **Sept - Dec 2025**
- Final Strategic Plan – **Jan 2026**
- Implementation Plan – **Feb 2026**

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# Next Steps

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1. State Board Members' initial feedback and guidance: **Today**
2. Kick-off for Strategic Plan Process: **September 15**
3. Status update to State Board: **October meeting**



# Executive Order 25-09 (Personal Electronic Devices)

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# Executive Order No. 25-09

**Goal:** Improve academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their well-being, focus, and ability to thrive academically and personally.



# Definition

**"Personal Electronic Device"** means any portable, electrically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages
- Accessing the Internet independently from the school's network infrastructure

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Personal Electronic Devices do **not** include a laptop computer or other device required to support academic activities.

# Policy Requirement Timeline

- ❑ **By October 31, 2025**, all Oregon school districts are required to adopt a personal electronic device policy that:
  - Prohibits the use of personal electronic devices by students
  - Applies from the start of regular instructional hours until the end of regular instructional hours
  
- ❑ The policy must be implemented in full effect, **no later than January 1, 2026**.

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# Policy Requirements

- ❑ Provide clarity on **how devices will be stored** during the school day
- ❑ Provide direction to school personnel regarding **actions that may be taken when a student violates requirements**
  - Allowed actions may not authorize or otherwise result in students losing instructional time, which includes suspension or expulsion.
- ❑ **Posted** on the school district website and made available to:
  - School district personnel
  - Students
  - Parents and guardians
  - Partners who are in the school building during the school day
  - Oregon Department of Education

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# Policy Requirements (cont.)

**Provide for the use** of a personal electronic device by a student when the use complies with the terms of:

- ❑ Student's medical provider's order for the care and treatment of a medical condition.
- ❑ Student's IEP or 504 Plan
- ❑ A written exemption provided for the student based on guidelines adopted by the school district to allow school building administrators to accommodate individual circumstances or to further specific educational outcomes for a student.

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# Responding to Instances of Noncompliance

- ❑ Responses **must not result in lost instructional time**
- ❑ **Suspension or expulsion is not permitted** when noncompliance is solely related to device use
- ❑ **Supportive disciplinary action may be appropriate** when a device is used to harass others, access inappropriate content, or engage in other prohibited behavior <sup>34</sup>
- ❑ Districts are encouraged to use **educational and restorative strategies**
- ❑ Strong **school culture and climate-building** supports long-term success

# How ODE is Supporting Districts

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- ❑ Hosted weekly **Office Hours** from July - September
- ❑ **Partnered** with Coalition of School Administrators (COSA) and Oregon School Board Association (OSBA) on messaging, support, and example policy
- ❑ Developed [School District Guidance](#) , an [FAQ](#), and a [Toolkit](#) of resources
- ❑ Provided a pathway for districts to partner with SKSD **procurement** on phone storage solutions and working on statewide pricing agreements
- ❑ Recorded **administrators sharing** their implementation stories
- ❑ Starting **Community of Practice** sessions in September
- ❑ Meeting with the **Youth Advisory Council** this fall
- ❑ **Sharing feedback** from districts with the Governor's Office on a regular basis



# THANK YOU



*We can all find the courage we need and know the joy of service – the minute we learn<sup>36</sup> that together is better.*

-Simon Sinek

**OREGON FEDERATION OF INDEPENDENT SCHOOLS**  
**19800 Oatfield Road Gladstone, OR 97027**

September 15, 2025

Board Chair and Board Members  
Oregon State Board of Education

The Oregon Federation of Independent Schools (OFIS) wants to share our celebration of the 100th Anniversary of the Pierce case. The US Supreme Court overturned a 1922 Oregon ballot measure that outlawed private schools. This law was passed in large part due to the influence of Ku Klux Klan, which stirred up hate and prejudice!

In 1925, in *Pierce v. Society of Sisters* (268 U.S. 510), the US Supreme Court struck down a 1922 Oregon ballot measure that required all children to attend public school. The law provided separate fines and imprisonment for each day parents failed to have their children in public school. The case has been cited as a precedent in many Supreme Court and other cases. It was fought valiantly by both the Society of the Sisters of the Holy Names of Jesus and Mary and the Hill Military Academy. This suit was unpopular, and they faced stiff opposition because a majority of Oregon voters passed the law. They had to sue Governor Pierce to stop the law's enforcement.

Because it preserved the rights of parents to choose from a range of educational options for their children, it has been celebrated, discussed and recognized in many forums across the country. Last week, I participated in a program hosted by the Council for American Private Education at the Catholic University of America's Law School. While there, I also attended a program about Pierce at the US Department of Education.

What is most important is that the United States Supreme Court made it clear that children are not mere creatures of the state, and that parents have the right and the duty to direct the upbringing of their children. The Court stated:

The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.

The Board should recognize this important case and its impact on education in America. Private schools are a vital part of the Oregon educational landscape, but that wouldn't be true if not for the courageous work of the Society of Sisters and the Hill Military Academy in bringing this case all the way to the Supreme Court.

This 1922 Oregon ballot measure was based on anti-Catholic sentiment. Many attribute its passage to the efforts of the Ku Klux Klan, who were very active and powerful in Oregon politics at that time. I have provided references about this from the Oregon Historical Society. The passage of the 1922 law was a low point in our history. The Supreme Court's decision is a high point in our history, because if the law had not been overturned, plans were in place to put this type of law on other state ballots as part of a campaign to effectively eliminate private education.

We would like for you to help us acknowledge and celebrate the fact that courageous Oregonians fought to overturn a terrible law based on prejudice and hate. Their efforts preserved the right of private schools to exist and acknowledged the right of parents to direct the education of their children

Sincerely,

*Mark Siegel*

Mark Siegel  
Executive Director

Here is the Supreme Court decision in the Pierce case:

<https://supreme.justia.com/cases/federal/us/268/510/#tab-opinion-1930961>

Here are two stories from the Oregon Historical Society about the influence of the Ku Klux Klan on Oregon politics and the 1922 ballot measure..

[https://www.oregonencyclopedia.org/articles/pierce\\_vs\\_society\\_of\\_sisters\\_1925/](https://www.oregonencyclopedia.org/articles/pierce_vs_society_of_sisters_1925/)

<https://www.oregonhistoryproject.org/articles/historical-records/portland-klk/>

PERIOD.

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September 16, 2025

To: Members of the State Board of Education  
**Public Comment: 7.B. Menstrual Dignity for Students Grant Program Process Improvements: OAR 581-021-0596 and OAR 581-021-0590**

Dear Members of the State Board of Education,

On behalf of PERIOD. I respectfully submit the following comments regarding the proposed revisions to OAR 581-021-0596 and OAR 581-021-0590.

PERIOD. supports the Oregon Department of Education's proposal to transition from an annual to a biennial grant and reimbursement process under OAR 581-021-0596. Aligning reimbursements with Oregon's biennial budget cycle will reduce administrative burden, allow education providers greater flexibility in planning and purchasing, and promote a more efficient use of program resources.

We also support the proposed updates to OAR 581-021-0590 to remove phased-in implementation language, which concluded in the 2022-23 school year. Removing outdated provisions will improve clarity and ensure that program rules accurately reflect current practice, which we are proud to see being implemented throughout the state.

It is essential we continue to reduce administrative burdens for our schools to strengthen this program. As the Deputy Director at PERIOD. and a former teacher, I have the privilege of working with student advocates not only here in Oregon, but around the United States where at a national level, nearly 1 in 4 students still struggle to afford menstrual products. We are grateful for students in our home state of Oregon to have access to these essential products in school, leading as an example for the rest of the country.

The Menstrual Dignity for Students program is a practical and effective initiative that helps keep students healthy, focused, and prepared to succeed in the classroom. Thank you for the opportunity to provide comment and for your ongoing commitment to supporting Oregon students, making a tangible difference in our students' daily lives.

Sincerely,



**Damaris Pereda**  
Deputy Director  
**PERIOD.**  
[Damaris@period.org](mailto:Damaris@period.org)

PERIOD.

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September 16, 2025

To: Members of the State Board of Education

**Public Comment: 7.B. Menstrual Dignity for Students Grant Program Process Improvements: OAR 581-021-0596 and OAR 581-021-0590**

Dear Members of the State Board of Education,

On behalf of PERIOD. @ Clackamas High School I respectfully submit the following comments regarding the proposed revisions to OAR 581-021-0596 and OAR 581-021-0590.

We support the Oregon Department of Education's proposal to transition from an annual to a biennial grant and reimbursement process under OAR 581-021-0596. Aligning reimbursements with Oregon's biennial budget cycle will reduce administrative burden, allow education providers greater flexibility in planning and purchasing, and promote a more efficient use of program resources.

We also support the proposed updates to OAR 581-021-0590 to remove phased-in implementation language, which concluded in the 2022–23 school year. Removing outdated provisions will improve clarity and ensure that program rules accurately reflect current practice.

In the past, our school has not necessarily been able to provide a quality variety of products for those in need, and we tend to scramble when trying to get these products to those individuals. Many times we run out, or students even refuse to use school provided products. Clubs and staff have worked to supply such products, but there is limited supply. Thus, these grants would ease such issues, considering the biennial grant would ensure longer term planning, schools would be able to have a reliable quality of menstrual products. These experiences demonstrate how the program makes a tangible difference in students' daily lives.

The Menstrual Dignity for Students program is a practical and effective initiative that helps keep students healthy, focused, and prepared to succeed in the classroom. Thank you for the opportunity to provide comment and for your ongoing commitment to supporting Oregon students.

Sincerely,

Olivia Polacik  
PERIOD. @ Clackamas HS

**From:** [REDACTED]  
**To:** [StateBoard Public Email](#)  
**Date:** Thursday, September 18, 2025 8:36:07 AM

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You don't often get email from [REDACTED]. [Learn why this is important](#)

[\*\*\* This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. \*\*\*]

Ladies and gentlemen

I would like to address part of the trouble we are having when our public school buses are making a stop to pick-up children and people are running through the red stop lights on the bus. As a bus driver, I have seen this happen multiple times.

I would like to present you with my suggestions of having better and more lights on the bus. For example, when the yellow or amber warning lights on the top of the bus are engaged, also have the emergency flashers engaged at the same time as to have all amber light flashing as the warning to all others that the bus is about to stop. Then as soon as the doors open and the red stop lights on top of the bus are engaged there should be more red lights lower on the bus that also flash as a strobe. These red flashing lights can be on the front and back of the bus located in the bumper. More side marker lights that can flash amber and red respectfully.

School bus lighting has not been updated for the past 50 years or more and we need to make are school buses more visible. This I feel is a must to bring our school bus safety up to date.

I believe these updates can be achieved by programing current bus computers. There will of course be some additional costs to install new lights but I believe the cost is minimal compared to having more people running the red lights and putting more children's lives in danger.

This option is my own and does not reflect on any school districts or private companies. Thank you for any consideration you may take on this matter and I look forward to hearing from you. I also look forward to meeting with you if you decide to take action with this suggestion.

Sincerely  
Paul Kalista

# Oregon State Board of Education

September 18, 2025

AGENDA ITEM: 3.A.

<b>SUBJECT:</b> State Board of Education Student Advisor Nominations <b>STAFF NAME &amp; OFFICE:</b> Corey Rosenberg, State Board of Education Administrator	<input type="checkbox"/> <b>First Reading</b> <input type="checkbox"/> Presentation <input type="checkbox"/> No <b>Presentation</b> <input checked="" type="checkbox"/> <b>Action</b> <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> <b>No</b> <b>Presentation</b>
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## BACKGROUND

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The State Board of Education Procedures & Policy Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints Advisors on a yearly basis. The selection process begins in March of every year. Advisors will serve a one-year term from July 1 through June 30. Advisors may serve more than a single term and be re-elected for consecutive terms. Advisors will receive all materials distributed to the board as a whole.

Policy # 102 also provides a process for accepting nominations:

*K-12 Student:* The board administrator will solicit candidates, review applications, and forward up to three names to an interviewing committee named by the board chair who will recommend a candidate to the full board who will vote on the selection.

### Responsibilities of Advisors

- Attend board meetings
- Assist the board in analyzing issues, proposals, and requests before it
- Other duties as assigned by the board chair

A vote of the full board is required

The following nominations have been made:

Drishiti Singh, Senior in Lake Oswego School District; and  
Sy Jones, Senior in Riverdale School District

## SUMMARY OF PREVIOUS BOARD ACTION

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The Board has not taken action on these nominations before.

# Oregon State Board of Education

September 18, 2025

AGENDA ITEM: 3.A.

## POLICY ISSUE OR CONCERNS

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For the Student Advisor positions, the recruitment process began with an announcement and application instructions sent to all Oregon Superintendents, Principals, Oregon Advanced Placement and International Baccalaureate Coordinators and Teachers, Charter School Leaders, K-12 Public Information Officers, the members of the ODE’s Rules Advisory Committee, and subscribers of our Student Success Act (SSA) Advisory Groups, the State Board of Education, and Oregon Social Sciences distribution lists. Students were asked to fill out a nomination application and respond to an essay question that required them to identify and provide feedback on a K-12 Oregon Administrative Rule. The Board Administrator worked closely with ODE staff to review applications and ultimately select four finalists for review by Board leadership.

The Chair and her leadership team are now making their final recommendations to the full board.

## EQUITY IMPACT ANALYSIS

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In an effort to provide more opportunities to students from historically underserved populations, the Board has made an intentional effort to ensure opportunities are provided statewide and to students from both geographical and diverse backgrounds. The selection of new student advisors provides an avenue for the Board to close the opportunity gap and provide professional development to students who otherwise would not have the ability to serve on a professional state board.

## FISCAL ANALYSIS

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Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

## EFFECT OF A “YES” OR “NO” VOTE

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A yes vote confirms the appointments. A no vote would leave the board without student advisors while alternative candidates were identified and interviewed.

## STAFF RECOMMENDATION

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

## ATTACHMENTS

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Attachment 1:



# CENTENNIAL SCHOOL DISTRICT 28JT

## GOVERNING BOARD MEETING

Hybrid Format

Board and key staff at CSD District Office

Guests attended via the Zoom App

**Wednesday, May 14, 2025**

**Regular Meeting at 6:30 pm**

The following Board of Directors were present at the meeting:

David Linn	Position 1 - Zone 1
Ronald “Jess” Hardin	Position 2 - Zone 2
Claudia Andrews	Position 3 - Zone 3
Melissa Standley	Position 4 - At Large
Rose Solowski	Position 5 - At Large
William Mohring	Position 6 - At Large
Pam Shields	Position 7 - At Large

Absent members were: None

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The following District administrative team members were in attendance:

James Owens	Superintendent
Dr. Tasha Katsuda	Assistant Superintendent
Paul Southerton	Director of Business & Operations
Christine Andregg	Chief Communications Officer
Maureen Callahan	Director of Curriculum & Student Learning
Denise Wright	Director of Student Services
Marin Miller	CHS Principal
Missy Grindle	Executive Assistant

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### **1. CALL TO ORDER - *Chair Solowski***

Chair Solowski called the meeting to order at 6:29 pm.

#### **1. *Approval of May 14, 2025 Board Meeting Agenda***

Director Hardin moved to approve the agenda as presented. Director Standley seconded the motion. The motion was approved unanimously.

### **2. INTRODUCTION OF GUEST (Optional)**

#### **1. *Director of Curriculum & Student Learning - April Olson***

Superintendent Owens introduced April Olson, the new Curriculum and Student Learning Director and provided a brief overview of her experience. Ms. Olson shared her excitement to be part of the District and serve the Centennial community. She commented that she was impressed with the quality of work taking place here.

#### **2. *Director of Human Resources - Marin Miller***

Superintendent Owens introduced Marin Miller, the new Director of Human Resources and provided a brief overview of his experience. Mr Miller shared his excitement about taking on this new role in the District.

**3. *Excellent Teacher Award; Deven Kautz***

Superintendent Owens introduced Deven Kautz, a teacher at the Centennial Transition Center (CTC), who joined the meeting virtually. He announced that she had been named Excellent Teacher of the Year at the Oregon Statewide Transition Conference. Superintendent Owens and Director Wright spoke about the nomination process and highlighted Ms. Kautz’s outstanding contributions to supporting transition-aged students. Ms. Kautz expressed her gratitude and said she was honored to receive the award.

**4. *Student Recognition***

Mr. Miller shared that the CHS Student Body/Leadership Program was recently honored with the “OASC Gold Standard Student Council Designation” by the Oregon Association of Student Councils (OASC). He introduced Leadership teacher Butch Self, who provided additional context about the significance of the award. Student Representative Lashmey Kitthisane and Kler Say spoke about the process and criteria involved in earning the designation. Together, they expressed their excitement and pride in the recognition, emphasizing the dedication and impact of the leadership group at CHS.

**5. *Triple C Award Recognition***

Chief Communications Officer Andregg presented the 2024-2025 Triple C Award winners: Erin Buehler; Kindergarten Teacher from Meadows Elementary, Renaldo Alexander; Campus Safety Liaison from Oliver Middle School, and Annie Garcia, Lead Custodian from Butler Creek Elementary. Their respective nominators shared a few words about each of them. Ms. Buehler, Mr. Alexander, and Ms. Garcia shared their thoughts and gratitude on being selected for this award.

Chair Solowski called for a break at 7:06 pm; reconvening at 7:17 pm.

**3. APPROVAL OF MINUTES**

**1. *Approval of April 23, 2025 Board Meeting Minutes***

Director Mohring moved to approve the April 23, 2025 minutes as presented. Director Hardin seconded the motion. The motion passed unanimously.

**4. PUBLIC FORUM**

There was no public comment.

**5. REPORTS**

**1. *Student Representative Report and Recognition - CHS Students, Lashmey Kitthisane and Kler Say***

- Introduction of new Student Board Representatives for 2025-2026: Yahir Castro and Easton Hopkins
- OASC Conference Experience and Award
- Mask Singer Assembly
- Upcoming Prom on May 31st
- Upcoming Eagle Fest Events
- Teacher Appreciation Week

The group expressed their gratitude to the Student Board Representatives for their service and offered congratulations on their upcoming graduation. Chair Solowski shared her appreciation and presented each student with a gift on behalf of the Board. Director Standley offered words of encouragement to the incoming Student Representative, urging them to share not only the successes at the high school but also areas in need of improvement.

Mr. Miller introduced the 2025-2026 Student Board Representatives and provided an overview of their school experiences. Mr. Castro and Mr. Hopkins shared their excitement about being part of the Board and advocating for Centennial students.

2. ***K-12 Health Adoption & Comprehensive Sexuality Plan Report - Maureen Callahan, Director of Curriculum & Student Learning***

Director Callahan outlined two key components of her report: the K–12 Health Curriculum Adoption and the Comprehensive Sexuality Education Plan. She noted that later in the meeting, she would be seeking approval for both items. She gave an overview of the process used to arrive at the recommended health curriculum, which includes “The Great Body Shop” for grades K–5, “Live Well: Middle School Health” for grades 6–8, and “Live Well: Comprehensive High School Health” for grades 9–12. She also shared insights from teacher and student feedback, highlighting both the strengths of the proposed curriculum and potential areas of concern. Director Callahan then responded to questions from Board members.

Director Callahan provided a report on the Comprehensive Sexual Education Plan (CSEP) plan required by the state. She explained that this plan is reviewed and approved by each school district’s Governing Board every two years. She provided a background of the plan, the essential elements and required content. She reviewed the selected curriculum at each grade level and communication procedures; including opt out procedures. She reported on ongoing development of the plan for 2025-2027 along with additional resources for reference.

Director Callahan answered Board member’s questions regarding the plan and next steps.

3. ***Superintendent Report - James Owens, Superintendent***

Superintendent Owens reported on the following topics:

- District Office Artwork
- Summer Programming
- Spring Data Summit
- Exploring Partnership Opportunities with Rockwood Community Development Corporation
- Building Bridges Series
- City of Portland Collaboration
- Teacher Appreciation Breakfast
- Chamber Business Excellence Awards
- Centennial Staff Retirement Celebration

Superintendent Owens and District Administrators answered Board Member questions regarding summer school funding and staffing, communication on the Building Bridges Series, and number of staff retirees.

**6. CONFIRMATION ITEMS**

Vice Chair Shields moved to approve confirmation items as presented. Director Standley seconded the motion. The motion passed unanimously.

1. ***Site Council Minutes***
2. ***Miscellaneous Items***
3. ***Financial Statements***
  1. *February 2025 Statement*
  2. *March 2025 Statement*
4. ***Enrollment Reports***
  1. *Class Size Analysis*
  2. *Student Count*

5. **Human Resources**
  1. Retirement
  2. Resignation
6. **Business/Operations**
  1. 2025-2026 Student Fees
7. **Board Policies (Deletions/Legal Reference Changes Only)**
  1. IE - Organization of Instruction
8. **Student Services**
9. **Student Travel**
  1. CHS Wrestling Field Trip

Chair Solowski called for a break at 8:29 pm; reconvening at 8:37 pm.

## 7. BOARD ACTION ITEMS

### 1. OLD BUSINESS

There were no old business items.

### 2. NEW BUSINESS

1. **Transportation Supplemental Plan** - Paul Southerton, Director of Business & Operations

Director Southerton explained that following an assessment by the District's Transportation Department of current walking routes, Administration is recommending approval of a new supplemental transportation plan for four schools: Pleasant Valley Elementary (already included in previous plans), Parklane Elementary, Patrick Lynch Elementary, and Oliver Middle School. He noted that the purpose of the supplemental plan is to address specific areas within each school's walk zone that, while technically within walking distance, pose significant safety risks to students. These risks stem from environmental factors, inadequate pedestrian infrastructure, and an increasing number of community members experiencing homelessness.

He clarified that the first step in the process is Board approval, after which the plan will be submitted to the Oregon Department of Education (ODE) for review. If approved, all four schools would qualify for 100% bus service. Board members engaged in an in-depth discussion about the proposal, its potential implications, and the next steps in the implementation process.

Vice Chair Shields moved to approve the Transportation Supplemental Plan as presented. Director Linn seconded the motion. The motion passed unanimously.

2. **K-12 Health Adoption** - Maureen Callahan, Director of Curriculum & Student Learning

Vice Chair Shields moved to approve the K-12 Health Adoption Curriculum as presented. Director Mohring seconded the motion. The motion passed unanimously.

3. **K-12 2025-2027 Comprehensive Sexuality Education Plan Approval** - Maureen Callahan, Director of Curriculum & Student Learning

Director Standley moved to approve the K-12 Comprehensive Sexuality Education Plan as presented. Director Linn seconded the motion. The motion passed unanimously.

4. ***First Read of Policy (with option to adopt) IKF - Graduation - Maureen Callahan, Director of Curriculum & Student Learning***

Director Callahan presented the proposed revisions to Policy IKF, outlining the rationale behind the changes. She explained that most of the updates reflect new legislative requirements related to graduation credit standards. She also noted that the request includes removing the current Administrative Rule, as its content has been incorporated into the revised policy.

Director Linn moved to approve the updated Policy IKF as presented, and Director Standley seconded the motion. The motion was approved unanimously.

5. ***First Read of Policy (with option to adopt) IKFB - Graduation Exercises - Maureen Callahan, Director of Curriculum & Student Learning***

Director Callahan presented the proposed revisions to Policy IKFB, explaining that the primary change is to ensure alignment with state law, which permits students to wear Native American items of cultural significance, as well as military uniforms, during graduation ceremonies. She noted that while the high school already allows these items, updating the policy is necessary to ensure consistency with current legal requirements.

Board members engaged in discussion about the importance of supporting all students and the desire not to limit recognition to a single culture. Director Wright clarified that the policy language is inclusive and allows for items of cultural significance from any background.

Director Standley moved to adopt the policy as presented. Director Linn seconded the motion. The motion was approved unanimously.

6. ***First Read of Policy (with option to adopt) JGE - Expulsion - James Owens, Superintendent***

Superintendent Owens explained that this policy was initially introduced in 2023, at which time there was significant interest in understanding how the process functions. He noted that the proposed changes to the policy itself remain unchanged from the original version; however, the accompanying Administrative Rule (AR) now includes an updated flow chart that more accurately reflects current practices. He clarified that the AR is provided for reference only and does not require Board approval.

Board members engaged in a thorough discussion about the outlined procedures and how the flow chart is applied in practice. They also raised questions about the phrasing “students or district employees,” wondering why it did not include broader language such as “others.” Ms. Grindle clarified that this terminology is drawn directly from statute. The board considered whether the language could be made more inclusive and agreed that this would serve as a first reading of the policy. Further information will be gathered, and the policy will return for additional review at the May 28th meeting.

## 8. FUTURE AGENDA ITEMS

Superintendent Owens reviewed the upcoming board meeting agenda items, which include:

- Next board meeting is scheduled for May 28, 2025 and will be a virtual meeting. It will begin at 6:00 pm with the second Budget Committee meeting, followed by the Board Work Session.
- Centennial Virtual Academy Update Report
- Roadmap '27 End of Year Update and District Department Improvement Plan Report
- Superintendent Year End Report
- Updating the Construction Excise Tax Rate
- Updated Meal prices for 2025-2026
- Recommend and Appoint District Equity Committee Members
- Policies

Director Linn shared with the group upcoming events hosted by the Centennial Community Association and other community events coming in the summer. He also thanked Mr. Miller for allowing him to attend club meetings. Director Standley commented on how much she enjoyed the high school musical and thanked the drama teacher for sending personal invitations to the event. Director Andrews announced that East Metro Community Band Association is having a Spring concern at Oliver Middle School on Saturday, May 17. Chair Solowski reminded Board Members that after the Superintendent provides his year end report, a survey will be sent out for his evaluation. She explained that she will need the feedback quickly, in preparation for the June meeting.

## **9. ADJOURNMENT**

Chair Solowski adjourned the meeting at 9:24pm.



Sean Schroeder  
Transportation Director  
sean\_schroeder@csd28j.org  
3424 SE 174<sup>th</sup> Ave. Portland, OR 97236  
503-762-3673

Date: May 6, 2025

**Centennial School District Bus Transportation  
Supplemental Plan**

Dear Members of the Centennial School Board,

I am writing to formally request the review and approval of new supplemental transportation plans for four schools in the Centennial School District: Parklane Elementary, Patrick E. Lynch Elementary, Pleasant Valley Elementary, and Oliver Middle School.

The purpose of these supplemental plans is to address specific areas within the designated walk zones of each school that, while technically within walking distance, present significant safety concerns for our students. These concerns arise due to environmental conditions, lack of safe pedestrian infrastructure, and the increasing number of individuals in our community experiencing homelessness.

Safe and reliable transportation is essential to ensuring equitable access to education for all students. By providing school bus service to areas identified in the supplemental plans, we can significantly improve daily attendance and reduce safety risks for students who might otherwise walk through hazardous conditions. This, in turn, directly supports student achievement and well-being.

Our school transportation services are a critical resource. Offering consistent and safe transportation helps build trust with families, promotes student stability, and supports a stronger, healthier community overall. We appreciate your continued support in prioritizing student safety and access to education. Your approval of these supplemental plans will allow us to better serve the needs of our students and their families.

In the following pages you will find that all walk areas for the four schools in question are being recommended for 100% bus transportation. There is an explanation of the reasoning for this proposal with each map (all are the same due to the overlap of their catchment areas).

Thank you for your time and consideration. Please let me know if further information or clarification is needed.

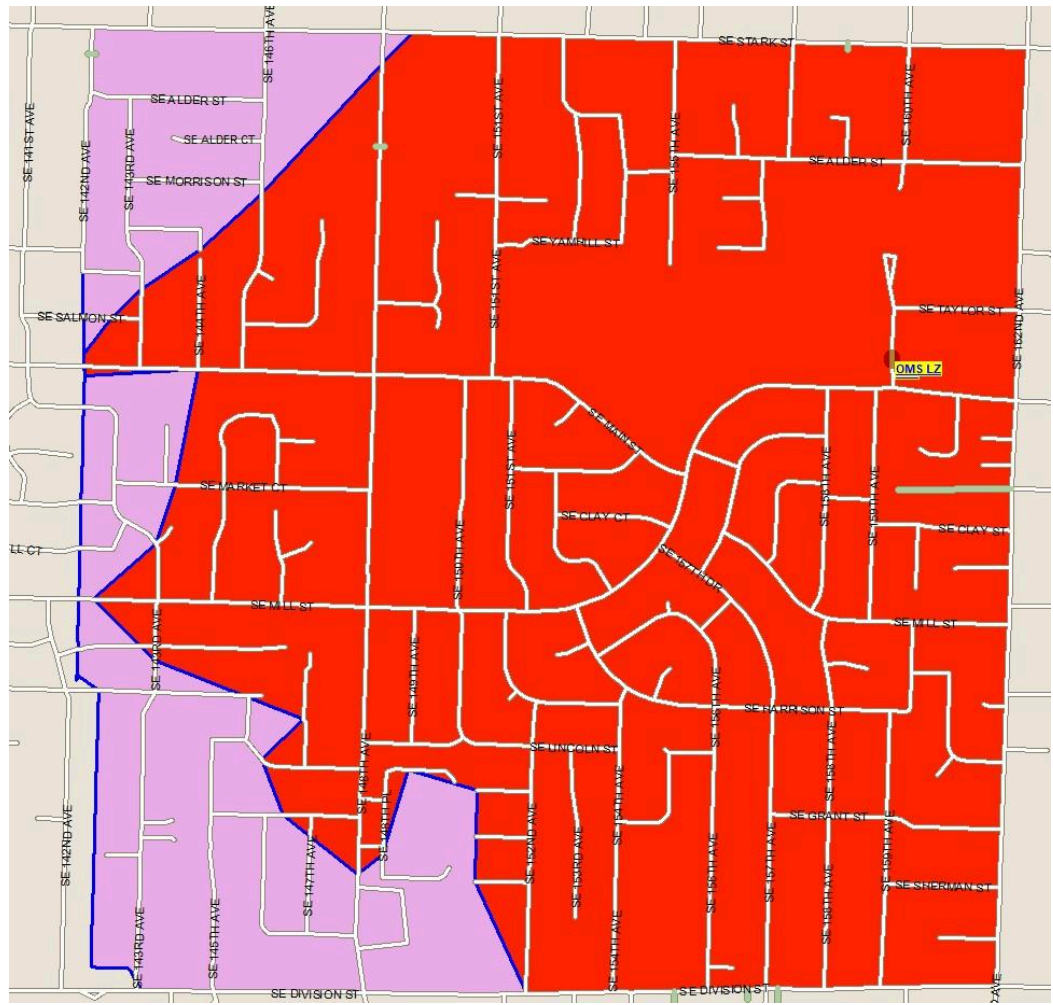
Sincerely,

Sean Schroeder  
Transportation Director





## Parklane Elementary

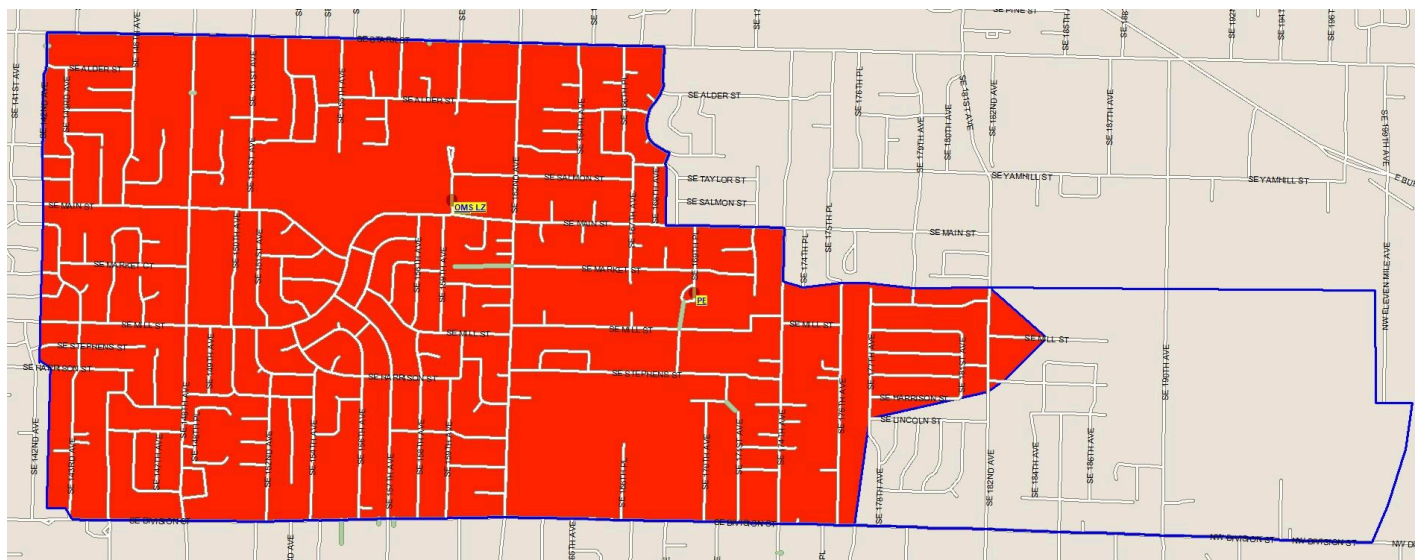


**Hazardous Walk Areas (red):**

- Parklane Elementary School's walk area should be considered hazardous due to inadequate lighting, which creates visibility and safety concerns for children during early morning and late afternoon hours. The absence of sidewalks forces students to walk dangerously close to traffic, increasing the risk of accidents. Additionally, the presence of excessive homeless encampments along the routes raises concerns about student exposure to unsafe or unpredictable situations.

*Collaborating in Community – Cultivating Equity – Inspiring Excellence*

# Oliver Middle School



**Hazardous Walk Areas (red):**

- Oliver Middle School's walk area should be considered hazardous due to inadequate lighting, which creates visibility and safety concerns for children during early morning and late afternoon hours. The absence of sidewalks forces students to walk dangerously close to traffic, increasing the risk of accidents. Additionally, the presence of excessive homeless encampments along the routes raises concerns about student exposure to unsafe or unpredictable situations.



# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

<p><b>SUBJECT:</b> Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD</p> <p><b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Several school districts have submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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### BACKGROUND

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In 1991 the Oregon Legislature added a requirement, and funding, to provide transportation to school students who live a certain distance from their elementary or secondary school. The distances established coincide to the previous limit at which students were required to attend school prior to Oregon’s Compulsory School Law.

The legislature also recognized that students who live closer than these prescribed limits may also require transportation due to health or safety reasons, so ORS 327.043 allows for a “supplemental plan” that must be approved by the State Board of Education.

Other than the legislative guidance that the transportation must be for “health or safety” reasons, the State Board has traditionally allowed local school districts to determine areas within their district that require transportation within the distance limits.

In 1992, many districts submitted supplemental plans for approval from the State Board, and all were adopted. Having an approved supplemental plan does two things:

1. It allows a school district to be reimbursed as part of the transportation grant of the state school fund; and
2. It requires transportation to be provided by the district. In other words, the district can’t stop providing this transportation without the approval of a new plan.

The State Board does have the discretion to approve or not approve supplemental plans. The Pupil Transportation Unit does ensure that plans presented to the board present a health or safety reason for the plan.

A supplemental plan must be approved by the local school board prior to presentation to the State Board for approval. The District Boards approved these supplemental plans at their regular meetings and submitted the plan to ODE for approval thereafter.

The supplemental plans submitted by these school districts account for attendance boundary changes within the no-transport area. Proponents and opponents of the submitted plan had the opportunity to be heard at the local level. These plans replace the previous plan.

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

### SUMMARY OF PREVIOUS BOARD ACTION

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The State Board approved Centennial School District’s original supplemental plan in 1992, with revisions in 1993, 1995, 2003 and 2006.

The State Board approved Hillsboro School District’s original supplemental plan in 1992, with revisions in 1995, 2003, 2004, 2005, and 2016.

The State Board approved Silver Falls School District’s original supplemental plan in 1992, with revisions in 2011.

The State Board approved Tigard-Tualatin School District’s original supplemental plan in 1992, with revisions in 1993, 2015, and 2018.

The State Board approved Umatilla School District’s original supplemental plan in 2009, with no subsequent revisions until now.

### POLICY ISSUE OR CONCERNS

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The School Districts submitted a supplemental plan for State Board approval after the local school boards adopted them during sessions open to the public. ODE does not engage with stakeholders regarding these plan revisions separate from the district’s public process.

In this case, the districts are updating their plans to account for students who would otherwise be required to walk in dangerous conditions due to speed and/or volume of vehicle traffic, width and condition of street, lack of shoulders or sidewalks suitable to walking, poor visibility, and dangerous crossings or intersections.

### EQUITY IMPACT ANALYSIS

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ODE does not conduct a separate analysis of a supplemental plan adopted by a local school board except to verify that the supplemental plan is being submitted for health or safety reasons as required by statute. Adjustments to the supplemental plan typically allow for more access to school transportation services than previously offered under the statutory walk distances, and can bridge the gap for reasonable access for populations that might have been previously underserved or experienced barriers to a safe walk to school.

### FISCAL ANALYSIS

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There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this

# Oregon State Board of Education

**September 18, 2025**

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

Adoption of these plans will not have an effect on any other school district, and will allow the districts to be reimbursed at their current rate for the transportation of these students as part of their transportation grant.

## **ATTACHMENTS**

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Attachment 1: Centennial Supplemental Plan 2025

Attachment 2: Centennial School Board 5.14.25 BM Minutes

Attachment 3: Silver Falls SD Supplemental Plan with Resolution 2025

Attachment 4: supplemental plan TTSD

Attachment 5: TTSD Transportation Supplemental Plan approval

Attachment 6: Umatilla Board Resolution #25-04 Busing\_signed

Attachment 7: Umatilla ode bus request 2025

Attachment 8: Hillsboro Resolution Authorizing the Adoption of the Supplemental Plan 2025 signed

Attachment 9: Hillsboro Supplemental Plan Narrative 2025 - Table 1

Attachment 10: Hillsboro Tamarack Hazard Area Expansion April 2025

## SUPPLEMENTAL TRANSPORTATION PLAN

### RESOLUTION NO. 6-9-2025-C

WHEREAS students qualifying under PL 93-112, Section 504 and Special Education students with Individual Education Plans (IEP's) specifying transportation currently live within the one-mile limit of Silver Falls School District elementary schools and one and a half miles of Silver Falls School District middle and high schools; and

WHEREAS students of the Silver Falls School District currently reside in areas indicated on the attached map and hazardous conditions description;

IT IS THEREFORE resolved that the Board of Directors of the Silver Falls School District shall include the aforementioned groups of students in a supplemental transportation plan for submission to the Oregon State Board of Education.

Passed this 9<sup>th</sup> day of June, 2025.

A handwritten signature in blue ink, reading "Phil Wren", is written over a horizontal line.

Board Chairperson

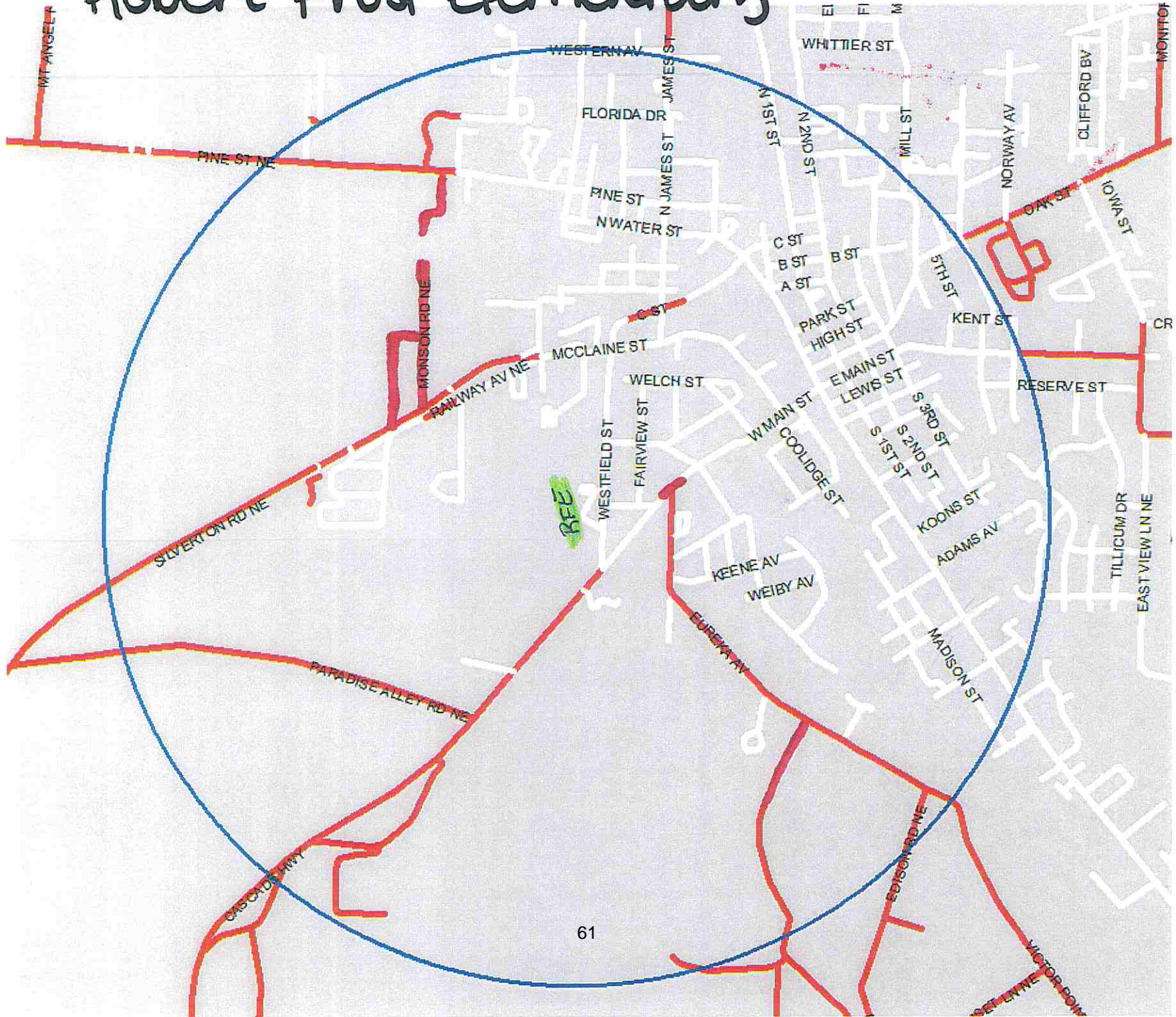
### Silver Falls School District 2025 Supplemental Plan for Transportation

The circle on the attached maps represents the 1 mile walking zone for elementary schools and the 1.5 mile walking zone for secondary schools. The red lines on the maps represent walking hazards.

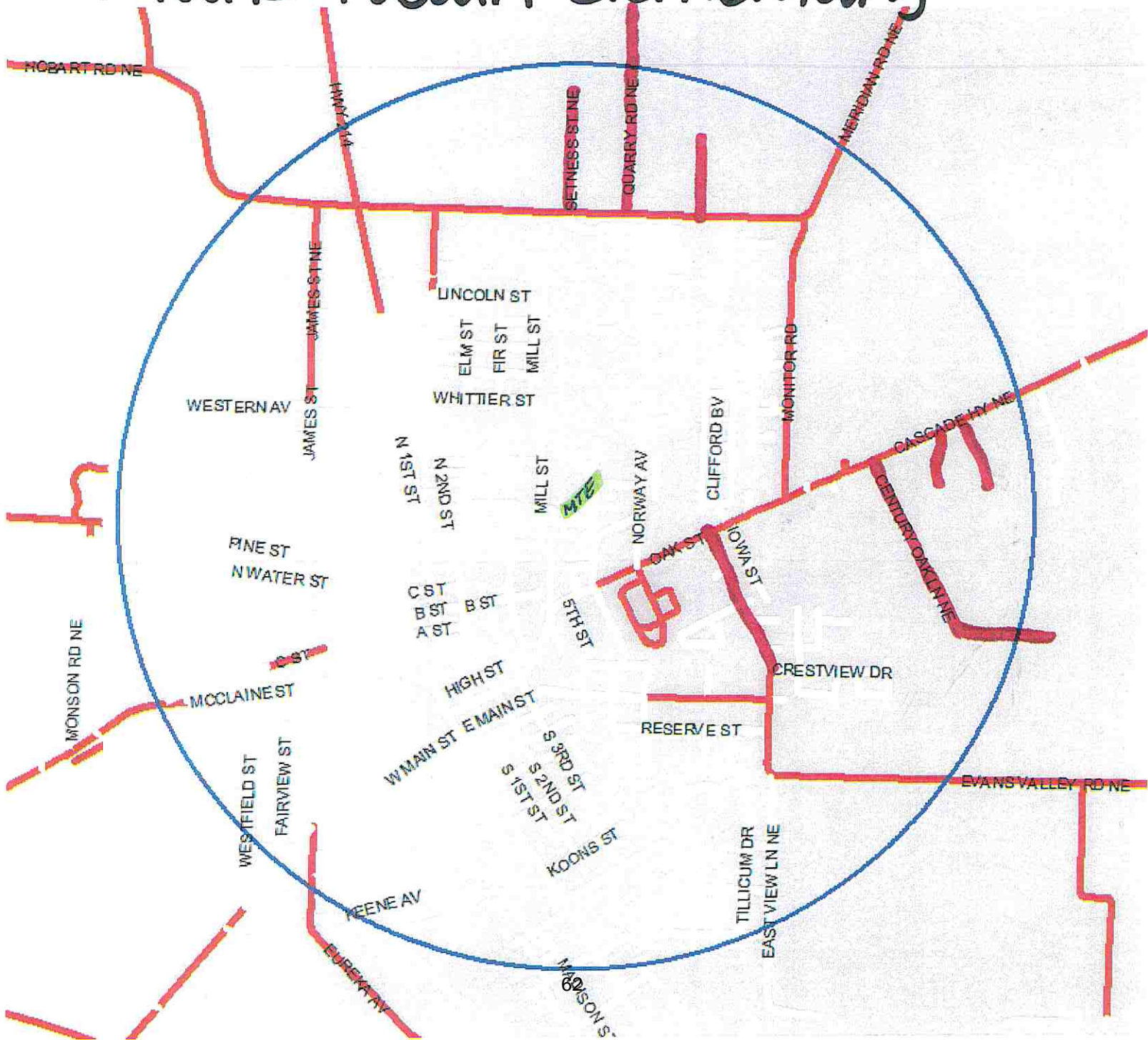
School	Walking Hazard	Transportation Plan
Robert Frost Elementary	Silverton RD from Railway to Paradise Alley - No Sidewalks & Heavy Traffic	Students will be picked up and dropped off in front of their homes
Robert Frost Elementary	C St & James St - Railroad tracks, no sidewalks and heavy traffic	Students will be picked up at various group stops on Brown St & Pine St
Robert Frost Elementary	Cascade Hwy from Westfield to Pettit Lane - Hwy with no sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes
Robert Frost Elementary	Pine St from Kromminga to Airport RD - Heavy traffic & no sidewalks	Students will be picked up and dropped off in front of their homes
Robert Frost Elementary	Eureka & W Main St - Visibility isn't clear for crossing.	Students will be picked up at Ross & Eureka
Robert Frost Elementary	Eureka from Keene to Edison - No sidewalks	Students will be picked up and dropped off in front of their homes
Mark Twain Elementary	Monitor RD from Hobart to Oak St - No sidewalks and heavy traffic - Speed 45 MPH	Students will be picked up and dropped off in front of their homes
Mark Twain Elementary	R side of Oak St from Church St to Steelhammer RD - No sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Mark Twain Elementary	Oak & Norway - No sidewalks or visibility for crossing	Students who live on Sweden LP, Sweden Cir & Denmark Lp will be picked up at Oak St & Norway
Mark Twain Elementary	Cascade Hwy from 1015 Oak St to Cedar Lane - Hwy with no sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes
Mark Twain Elementary	Steelhammer from Crestview to Evans Valley RD - No sidewalks	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Mark Twain Elementary	Evans Valley from Steelhammer to 14758 Evans Valley RD - No sidewalks	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Mark Twain Elementary	E Main St from Steelhammer to Ames St - No sidewalks or shoulder	Students will be picked up and dropped off at Main St & Ames
Silverton Middle School	Monitor RD from Hobart to Oak St - No sidewalks and heavy traffic - Speed 45 MPH	Students will be picked up and dropped off in front of their homes
Silverton Middle School	R side of Oak St from Church St to Steelhammer RD - No sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Silverton Middle School	Oak & Norway - No sidewalks or visibility for crossing	Students who live on Sweden LP, Sweden Cir & Denmark Lp will be picked up at Oak St & Norway
Silverton Middle School	Cascade Hwy from 1015 Oak St to Cedar Lane - Hwy with no sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes
Silverton Middle School	Steelhammer from Crestview to Evans Valley RD - No sidewalks	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Silverton Middle School	Evans Valley from Steelhammer to 14758 Evans Valley RD - No sidewalks	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Silverton Middle School	E Main St from Steelhammer to Ames St - No sidewalks or shoulder	Students will be picked up and dropped off at Main St & Ames
Silverton Middle School	Hobart Rd from Monitor RD to Mt. Angel Hwy - No sidewalks or shoulder	Students who live on Hobart or on side streets off of Hobart will be picked up and dropped off in front of their homes
Silverton Middle School	Eureka & W Main St - Visibility isn't clear for crossing.	Students will be picked up at Ross & Eureka
Silverton Middle School	Eureka from Keene to Edison - No sidewalks	Students will be picked up and dropped off in front of their homes
Silverton Middle School	Hwy 214 from Jefferson St to Downs RD - No sidewalks & Heavy Traffic	Students will be picked up and dropped off in front of their homes
Silverton Middle School	Pine St from Kromminga to Brush Creek RD - Heavy traffic & no sidewalks	Students will be picked up and dropped off in front of their homes
Silverton Middle School	Silverton RD from Railway to Paradise Alley - No Sidewalks & Heavy Traffic	Students will be picked up and dropped off in front of their homes
Silverton Middle School	First St from Bow Tie Ln to Jefferson St - No Sidewalks, unsafe to cross.	Students will be picked up and dropped off at various neighborhood group stops on Second St between Whittier & Hobart
Silverton Middle School	James St from Hobart to Western - No sidewalks, heavy traffic	Students will be picked up and dropped off in front of their homes
Silverton High School	Monitor RD from Hobart to Oak St - No sidewalks and heavy traffic - Speed 45 MPH	Students will be picked up and dropped off in front of their homes
Silverton High School	R side of Oak St from Church St to Steelhammer RD - No sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Silverton High School	Oak & Norway - No sidewalks or visibility for crossing	Students who live on Sweden LP, Sweden Cir & Denmark Lp will be picked up at Oak St & Norway
Silverton High School	Cascade Hwy from 1015 Oak St to Cedar Lane - Hwy with no sidewalks & heavy traffic	Students will be picked up and dropped off in front of their homes
Silverton High School	Steelhammer from Crestview to Evans Valley RD - No sidewalks	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Silverton High School	Evans Valley from Steelhammer to 14758 Evans Valley RD - No sidewalks	Students will be picked up and dropped off in front of their homes or various neighborhood group stops
Silverton High School	E Main St from Steelhammer to Ames St - No sidewalks or shoulder	Students will be picked up and dropped off at Main St & Ames
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Silverton High School	Eureka from Keene to Edison - No sidewalks	Students will be picked up and dropped off in front of their homes
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Silverton High School	Pine St from Kromminga to Brush Creek RD - Heavy traffic & no sidewalks	Students will be picked up and dropped off in front of their homes
Silverton High School	Silverton RD from Railway to Paradise Alley - No Sidewalks & Heavy Traffic	Students will be picked up and dropped off in front of their homes
Silverton High School	First St from Bow Tie Ln to Jefferson St - No Sidewalks, unsafe to cross.	Students will be picked up and dropped off at various neighborhood group stops on Second St between Whittier & Hobart
Silverton High School	James St from Hobart to Western - No sidewalks, heavy traffic	Students will be picked up and dropped off in front of their homes
Scotts Mills Elementary	This school is in a very rural area with limited sidewalks.	Students who live on the east side of 3rd St will be picked up in front of their homes or at various neighborhood stops.
Scotts Mills Elementary	This school is in a very rural area with limited sidewalks.	Students who live on Nowlens Bridge, Maple Grove, Butte Creek RD and Prospect RD will be picked up in front of their homes.
Bethany Charter School	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes
Butte Creek Elementary	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes

<b>Central Howell Elementary</b>	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes
<b>Evergreen Elementary</b>	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes
<b>Pratum Elementary</b>	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes
<b>Silver Crest Elementary</b>	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes
<b>Victor Point Elementary</b>	This school is in a very rural area with no sidewalks.	Students will be picked up and dropped off in front of their homes

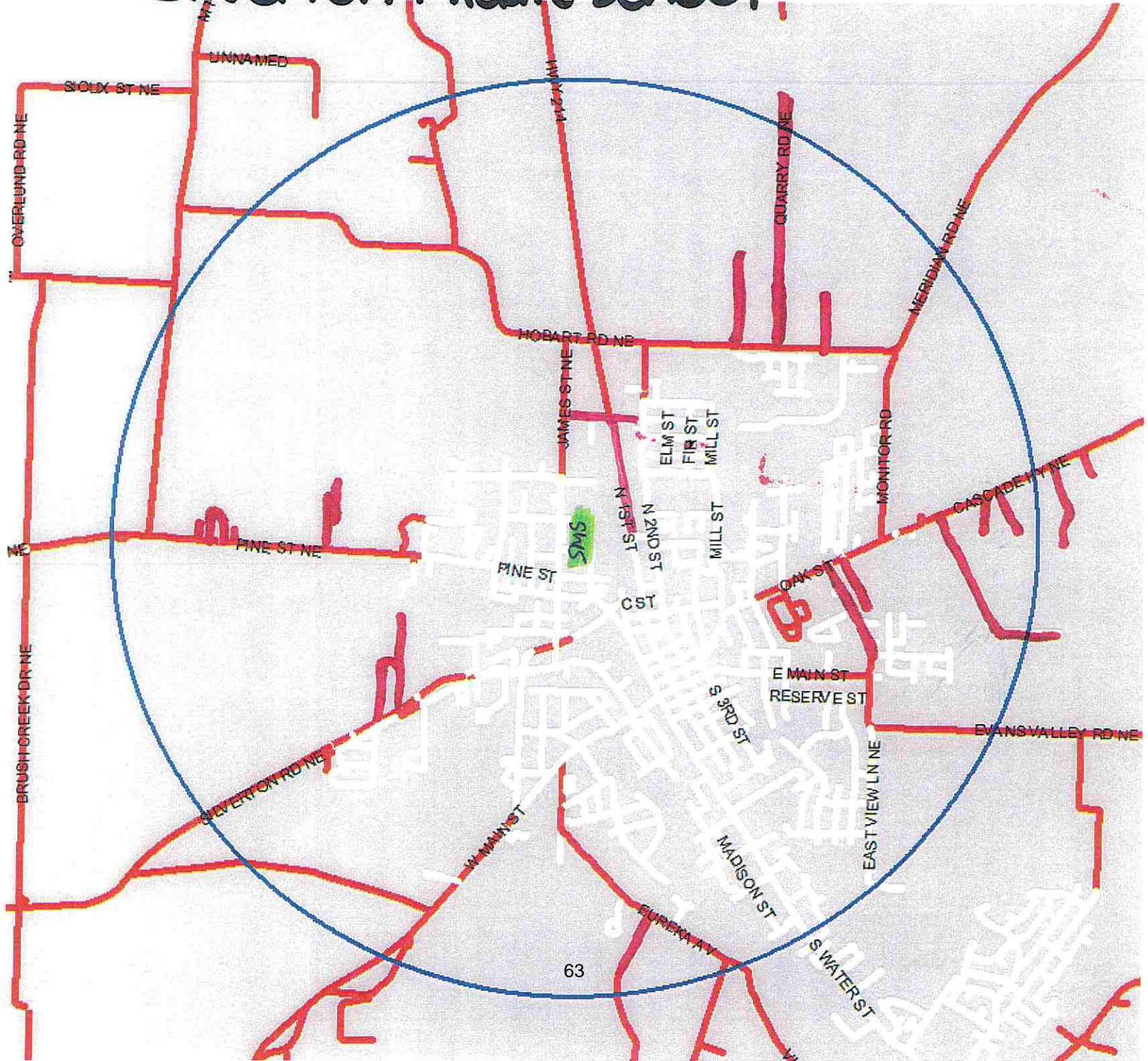
# Robert Frost Elementary



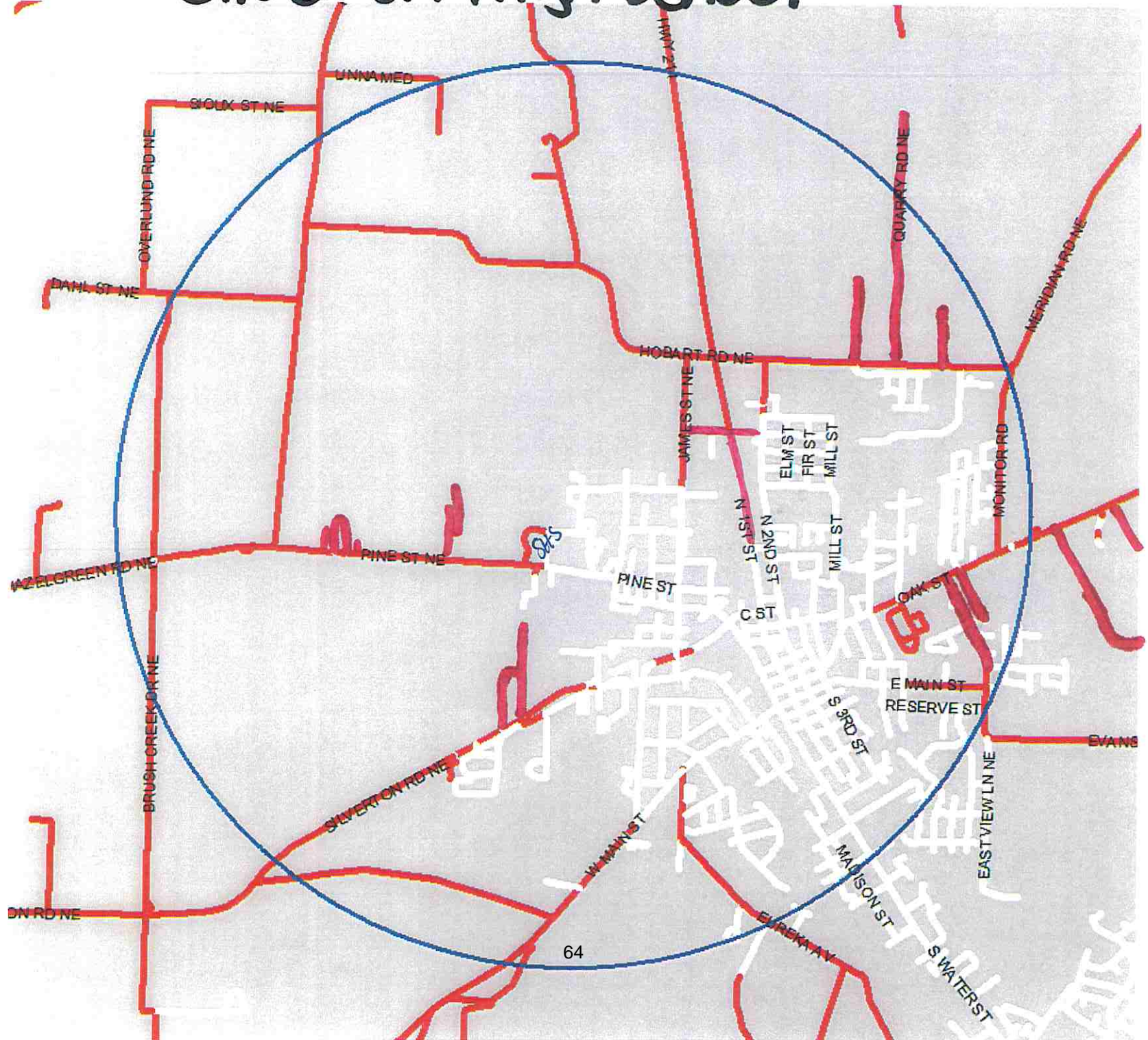
# Mark Twain Elementary



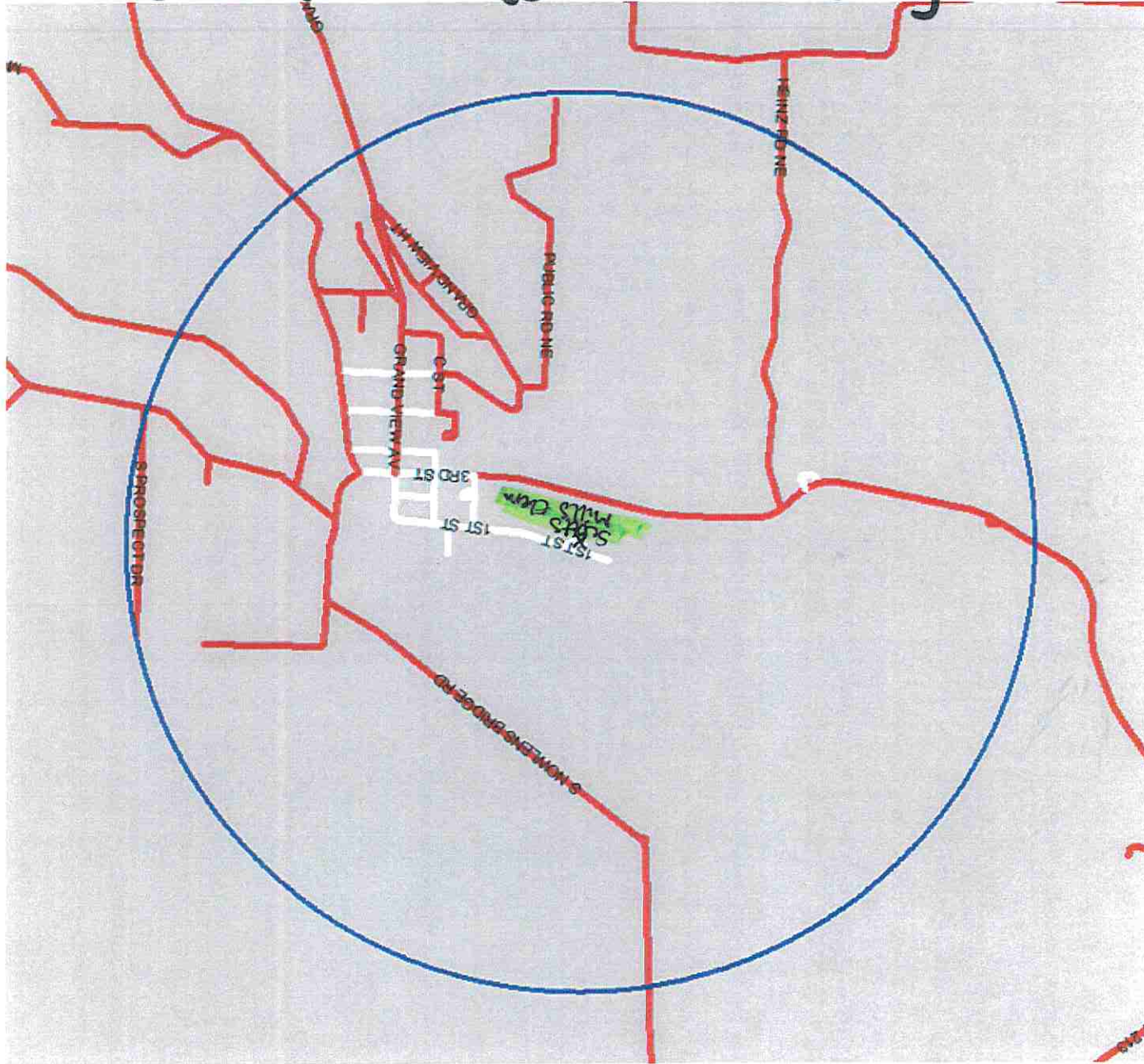
# Silverton Middle School



# Silverton High School

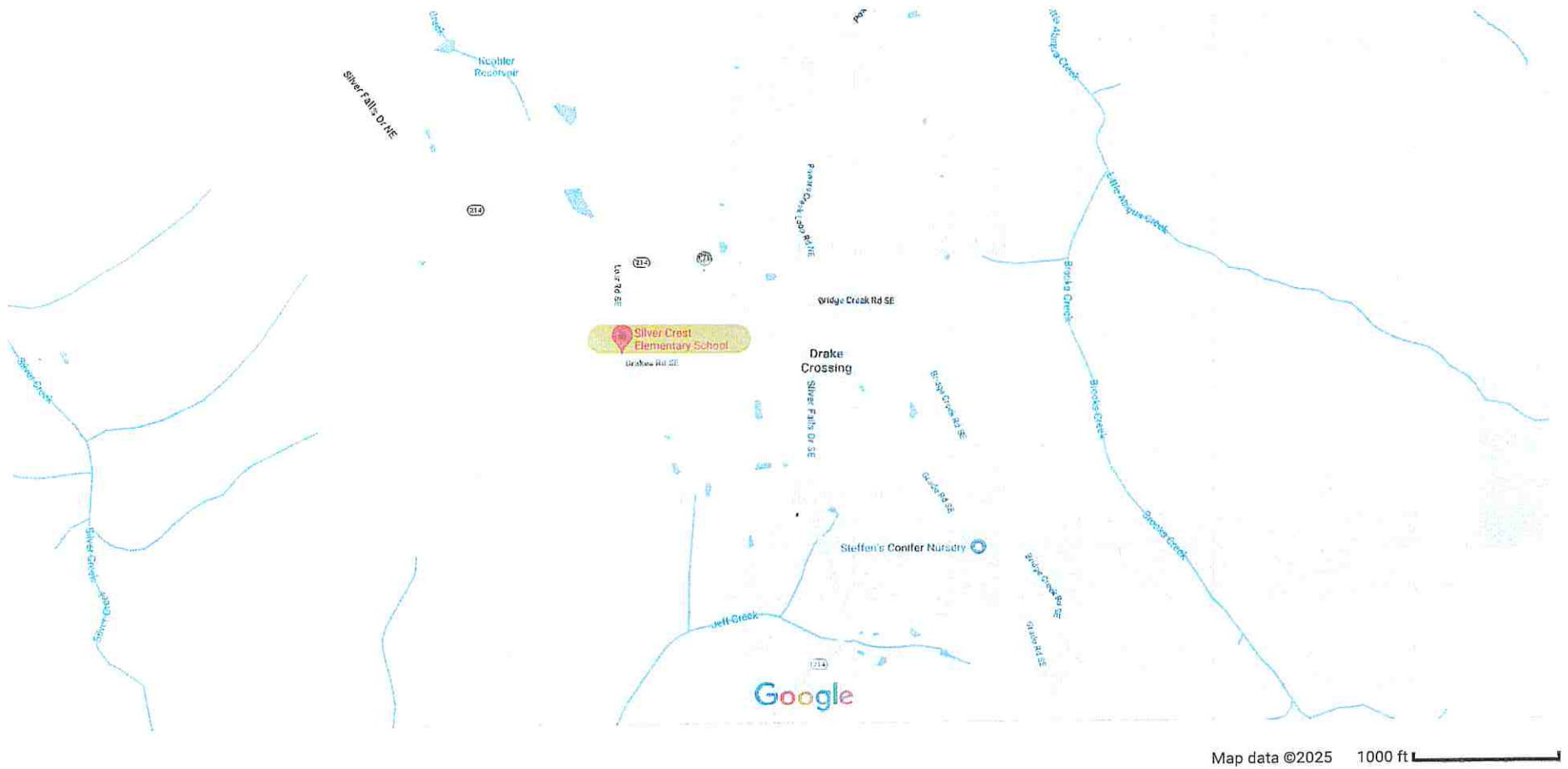


# Scotts Mills Elementary

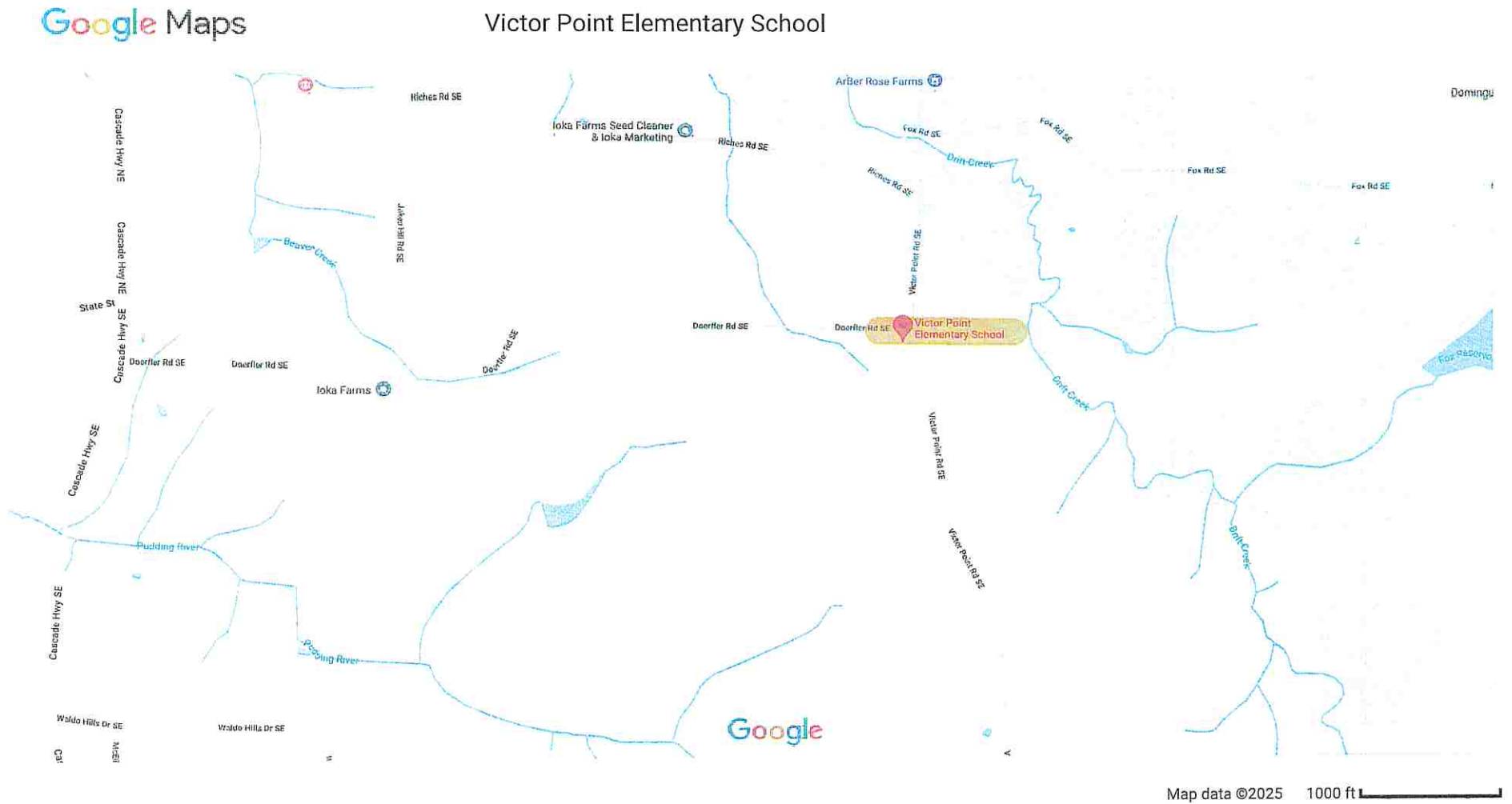




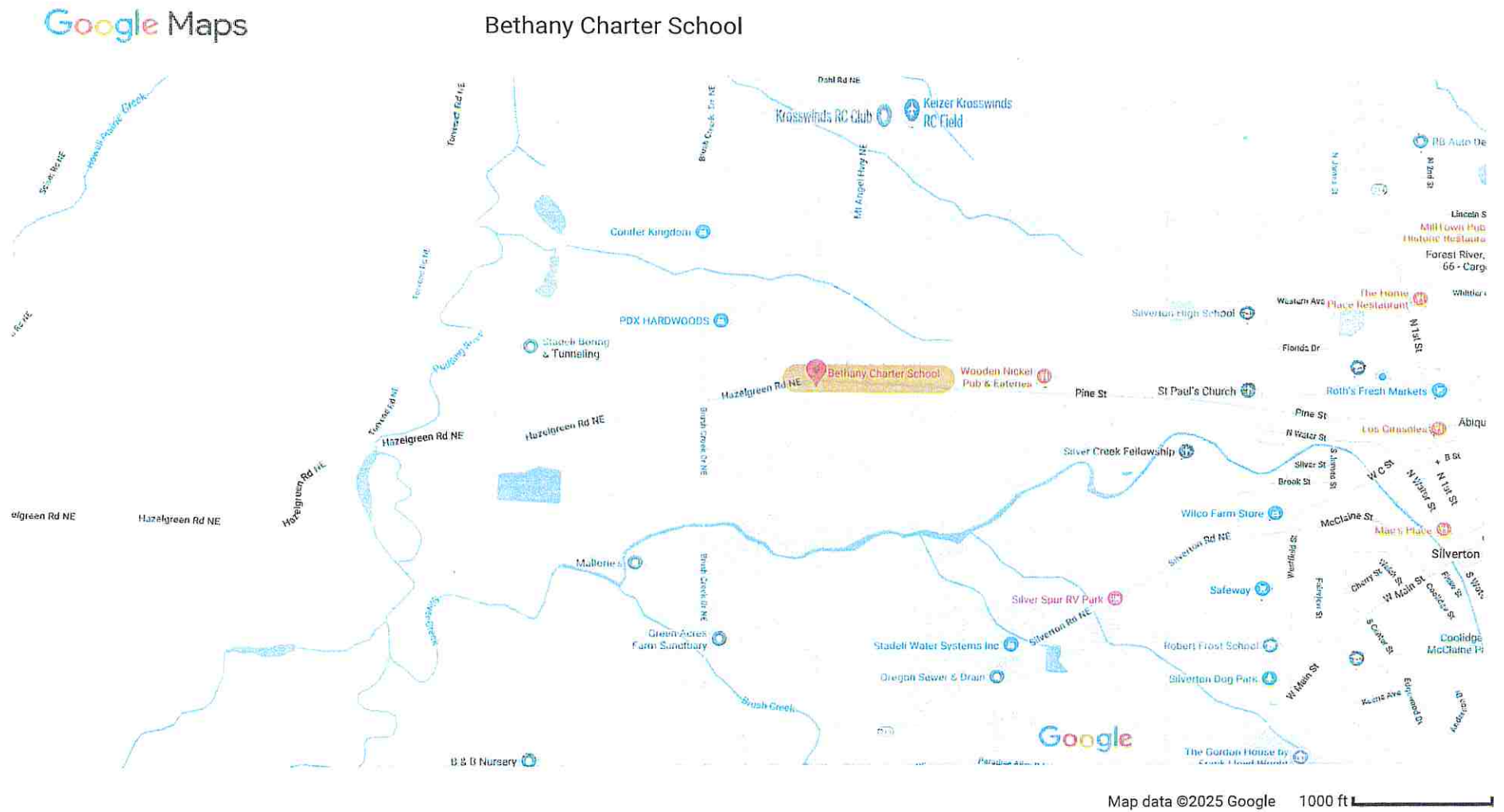
### Silver Crest Elementary School



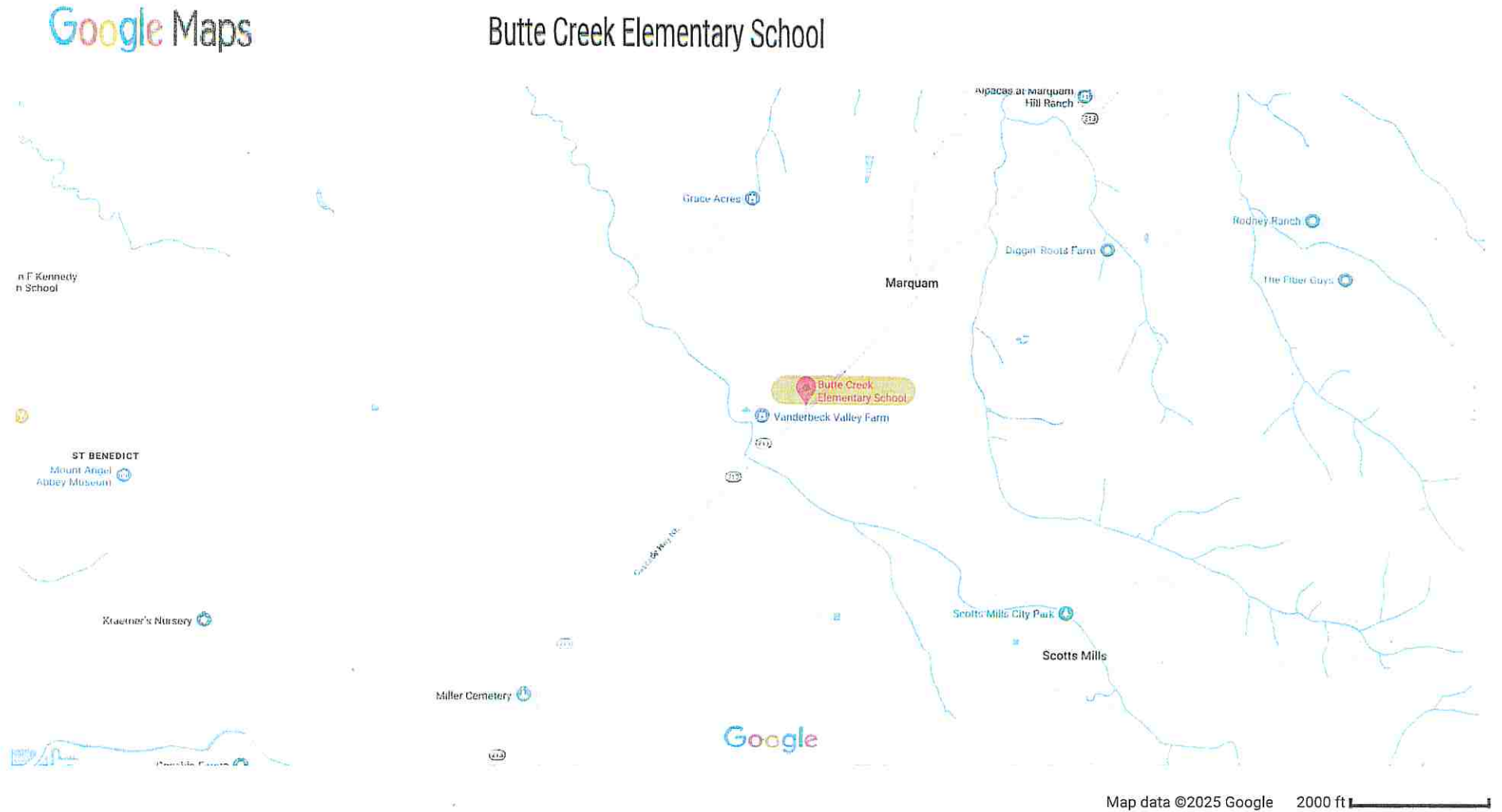
**Silver Crest elementary school is in a very rural area. There are no safe walking areas due to not having any sidewalks.**



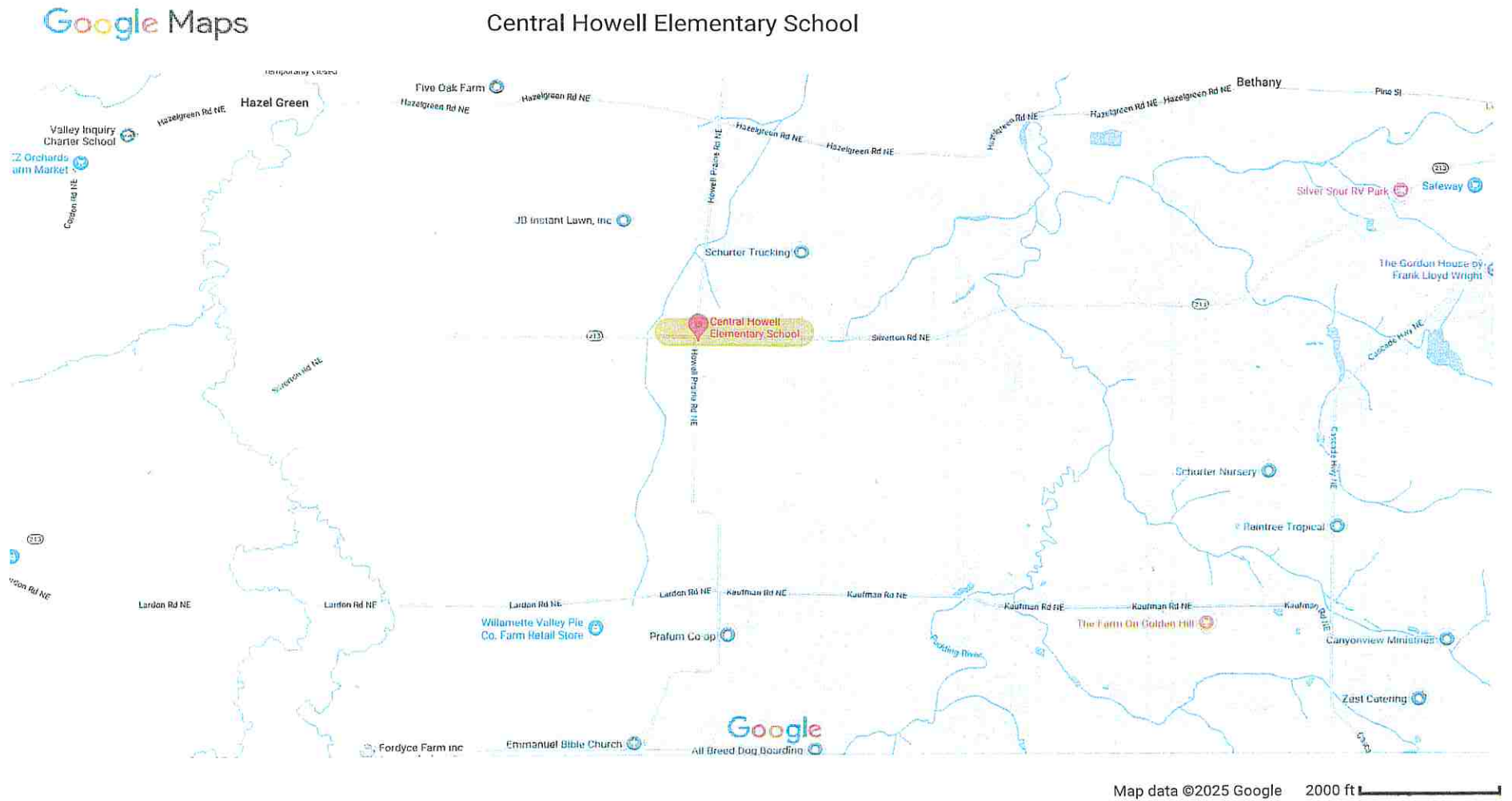
**Victor Point elementary school is in a very rural area. There are no safe walking areas due to not having any sidewalks.**



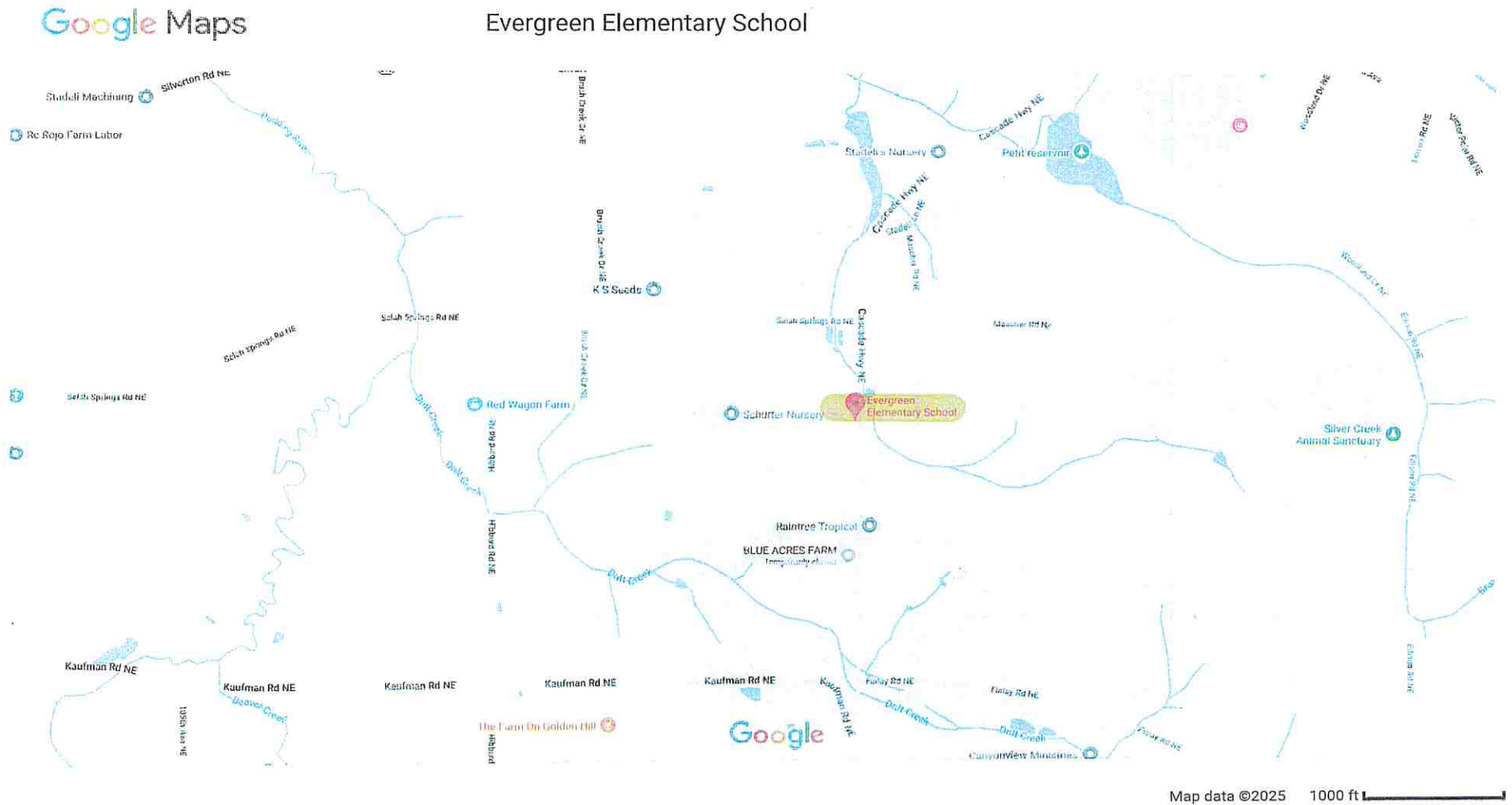
Bethany charter school is in a very rural area. There are no safe walking areas due to not having any sidewalks.



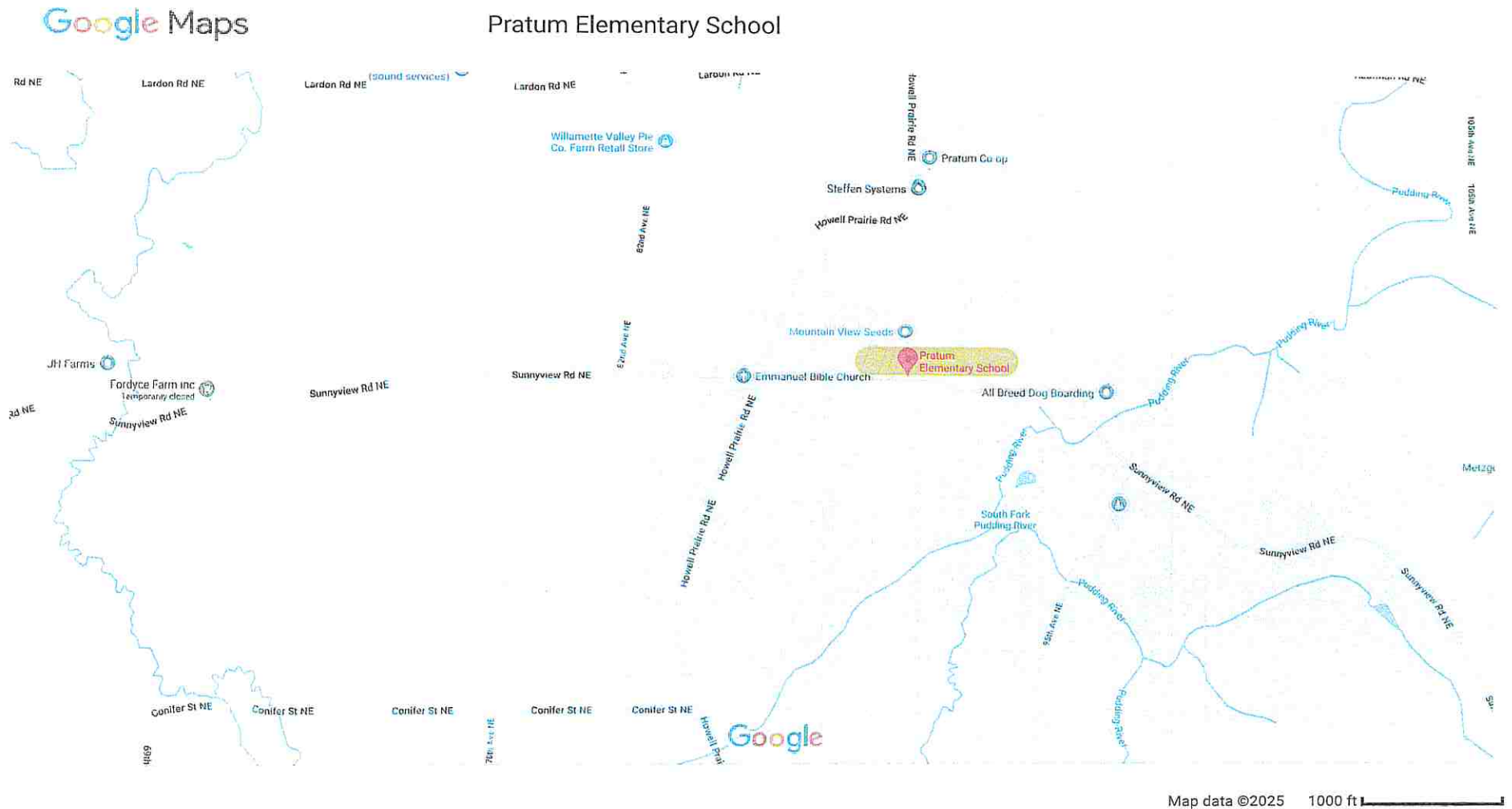
Butte Creek elementary school is in a very rural area. There are no safe walking areas due to not having any sidewalks.



**Central Howell elementary school is in a very rural area. There are no safe walking areas due to not having any sidewalks.**



**Evergreen elementary school is in a very rural area. There are no safe walking areas due to not having any sidewalks.**



**Pratum elementary school is in a very rural area. There are no safe walking areas due to not having any sidewalks.**

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

<p><b>SUBJECT:</b> Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD</p> <p><b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Several school districts have submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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### BACKGROUND

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In 1991 the Oregon Legislature added a requirement, and funding, to provide transportation to school students who live a certain distance from their elementary or secondary school. The distances established coincide to the previous limit at which students were required to attend school prior to Oregon’s Compulsory School Law.

The legislature also recognized that students who live closer than these prescribed limits may also require transportation due to health or safety reasons, so ORS 327.043 allows for a “supplemental plan” that must be approved by the State Board of Education.

Other than the legislative guidance that the transportation must be for “health or safety” reasons, the State Board has traditionally allowed local school districts to determine areas within their district that require transportation within the distance limits.

In 1992, many districts submitted supplemental plans for approval from the State Board, and all were adopted. Having an approved supplemental plan does two things:

1. It allows a school district to be reimbursed as part of the transportation grant of the state school fund; and
2. It requires transportation to be provided by the district. In other words, the district can’t stop providing this transportation without the approval of a new plan.

The State Board does have the discretion to approve or not approve supplemental plans. The Pupil Transportation Unit does ensure that plans presented to the board present a health or safety reason for the plan.

A supplemental plan must be approved by the local school board prior to presentation to the State Board for approval. The District Boards approved these supplemental plans at their regular meetings and submitted the plan to ODE for approval thereafter.

The supplemental plans submitted by these school districts account for attendance boundary changes within the no-transport area. Proponents and opponents of the submitted plan had the opportunity to be heard at the local level. These plans replace the previous plan.

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

### SUMMARY OF PREVIOUS BOARD ACTION

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The State Board approved Centennial School District's original supplemental plan in 1992, with revisions in 1993, 1995, 2003 and 2006.

The State Board approved Hillsboro School District's original supplemental plan in 1992, with revisions in 1995, 2003, 2004, 2005, and 2016.

The State Board approved Silver Falls School District's original supplemental plan in 1992, with revisions in 2011.

The State Board approved Tigard-Tualatin School District's original supplemental plan in 1992, with revisions in 1993, 2015, and 2018.

The State Board approved Umatilla School District's original supplemental plan in 2009, with no subsequent revisions until now.

### POLICY ISSUE OR CONCERNS

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The School Districts submitted a supplemental plan for State Board approval after the local school boards adopted them during sessions open to the public. ODE does not engage with stakeholders regarding these plan revisions separate from the district's public process.

In this case, the districts are updating their plans to account for students who would otherwise be required to walk in dangerous conditions due to speed and/or volume of vehicle traffic, width and condition of street, lack of shoulders or sidewalks suitable to walking, poor visibility, and dangerous crossings or intersections.

### EQUITY IMPACT ANALYSIS

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ODE does not conduct a separate analysis of a supplemental plan adopted by a local school board except to verify that the supplemental plan is being submitted for health or safety reasons as required by statute. Adjustments to the supplemental plan typically allow for more access to school transportation services than previously offered under the statutory walk distances, and can bridge the gap for reasonable access for populations that might have been previously underserved or experienced barriers to a safe walk to school.

### FISCAL ANALYSIS

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There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this

# Oregon State Board of Education

**September 18, 2025**

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

Adoption of these plans will not have an effect on any other school district, and will allow the districts to be reimbursed at their current rate for the transportation of these students as part of their transportation grant.

## **ATTACHMENTS**

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Attachment 1: Centennial Supplemental Plan 2025

Attachment 2: Centennial School Board 5.14.25 BM Minutes

Attachment 3: Silver Falls SD Supplemental Plan with Resolution 2025

Attachment 4: supplemental plan TTSD

Attachment 5: TTSD Transportation Supplemental Plan approval

Attachment 6: Umatilla Board Resolution #25-04 Busing\_signed

Attachment 7: Umatilla ode bus request 2025

Attachment 8: Hillsboro Resolution Authorizing the Adoption of the Supplemental Plan 2025 signed

Attachment 9: Hillsboro Supplemental Plan Narrative 2025 - Table 1

Attachment 10: Hillsboro Tamarack Hazard Area Expansion April 2025



Tigard-Tualatin School  
District 23J

6960 SW Sandburg Street  
Tigard, OR 97223

DATE: May 12, 2025

TO: Board of Directors  
FROM: Jarvis Gomes, Operations Administrator  
RE: Transportation Supplemental Plan

EXPLANATION:

**Tigard-Tualatin Supplemental Transportation Plan  
2025**

**General statement of rationale used in preparing the supplemental plan.**

The Supplemental Plan provides for transporting students inside Oregon's funded walking distances (hereinafter referred to as "the new walking distances"). As used in this plan the term Elementary Schools shall refer to K-5, Middle Schools to 6-8 and High Schools to 9-12. The plan is based on the fact that Tigard has areas with major roads, highways and several no sidewalk areas with heavy traffic. The plan outlines those areas that are considered unsafe for walking and addresses the reason why.

Exceptions will be established where:

1. Any student in the district would be required to cross railroad tracks.
2. Special Education students with an IEP that requires special busing will be bused regardless of location.
3. Any student in the district who would be required to cross a Freeway, Highway, or Arterial without traffic and/or safety controls as designated by the county.
4. Any student in the district who would be required to walk through a secluded area (e.g. remote areas, forested areas, or areas with limited exit options may be considered unsafe), or through any area not considered public property to get to school. Established safe paths and roads on private property may be allowed.
5. Temporary hazards that are created by construction, either events, or other events beyond the districts control, until such hazard is removed.
6. Any elementary school student that would have to cross a road that scores 27 points or greater.
7. Any middle student that would have to cross a road that scores 32 points or greater.

The street evaluations will take into account the following criteria:

- Usable width of shoulders (0-10 pts)
- Condition of road shoulders (0-8 pts)
- Volume of traffic (0-5 pts)
- Average vehicle speed/traffic calming devices (0-7 pts)
- Type of street (0-7 pts)
- Type of community (1-3 pts)
- Motorist visibility (0-6 pts)
- Width of road (0-6 pts)
- Other risk conditions (1-5 pts)

PRESENTER: Jarvis Gomes, Operations Administrator

SUPPLEMENTARY  
MATERIALS:

TTSD Transportation Supplemental Plan

RECOMMENDATION:

Approve the 2024-2025 Transportation Supplemental Plan.

PROPOSED MOTION:

Signed



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Tristan Irvin, Board Chair

Attest



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Dr. Iton Udosenata

## Tigard-Tualatin Supplemental Transportation Plan

2025

*General statement of rationale used in preparing the supplemental plan.*

The Supplemental Plan provides for transporting students inside Oregon's funded walking distances (hereinafter referred to as "the new walking distances"). As used in this plan the term Elementary Schools shall refer to K-5, Middle Schools to 6-8 and High Schools to 9-12. The plan is based on the fact that Tigard has areas with major roads, highways and several no sidewalk areas with heavy traffic. The plan outlines those areas that are considered unsafe for walking and addresses the reason why.

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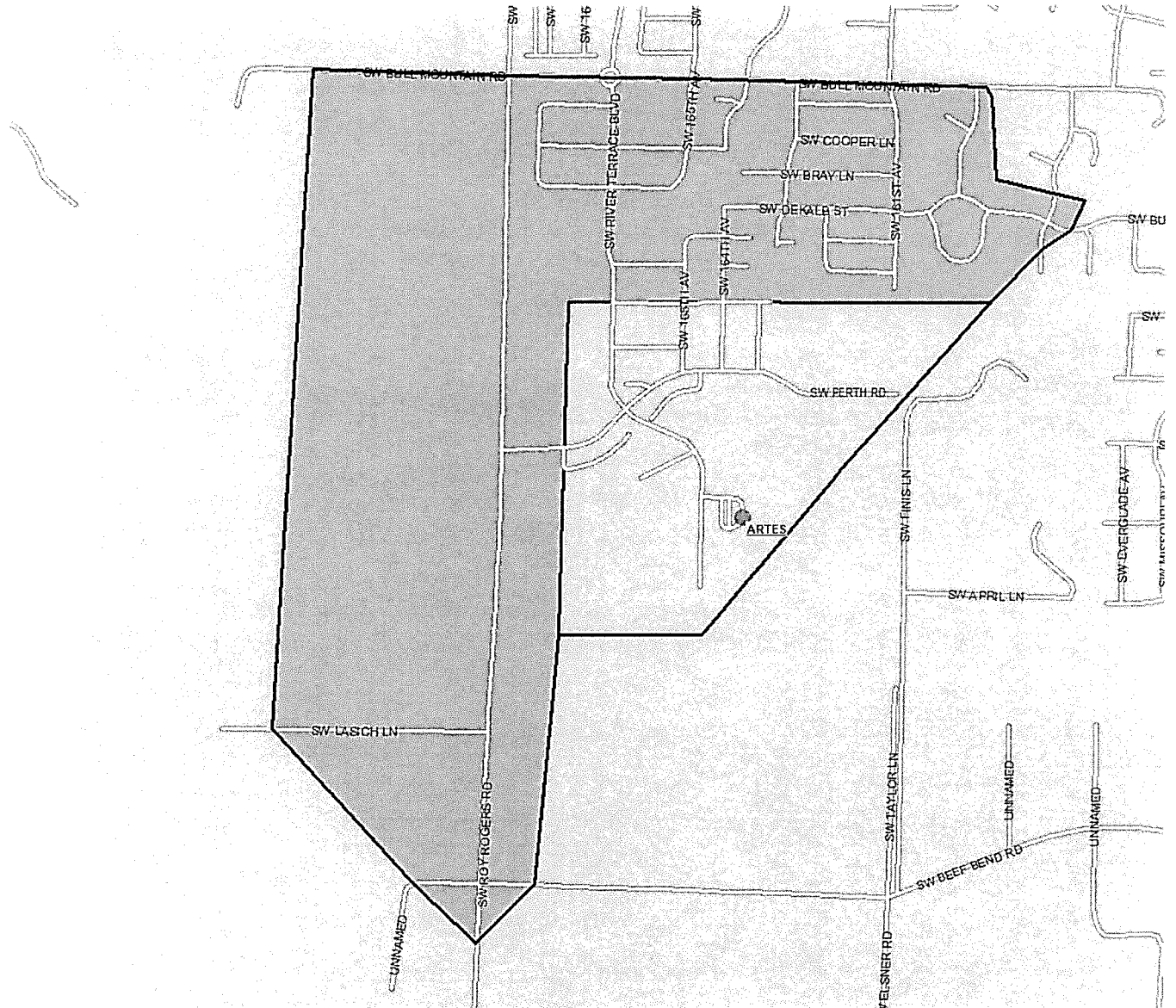
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- Type of street (0-7 pts)
- Type of community (1-3 pts)
- Motorist visibility (0-6 pts)
- Width of road (0-6 pts)
- Other risk conditions (1-5 pts)

SUPPLEMENTAL PLAN FOR ART RUTKIN ELEMENTARY

GRADES (K-5)  
 TIGARD-TUALATIN SCHOOL DISTRICT 23J  
 RESOLUTION DATE: \_\_\_\_\_



HAZARDOUS CONDITIONS

GENERAL AREA

APPROX. # OF STUDENTS

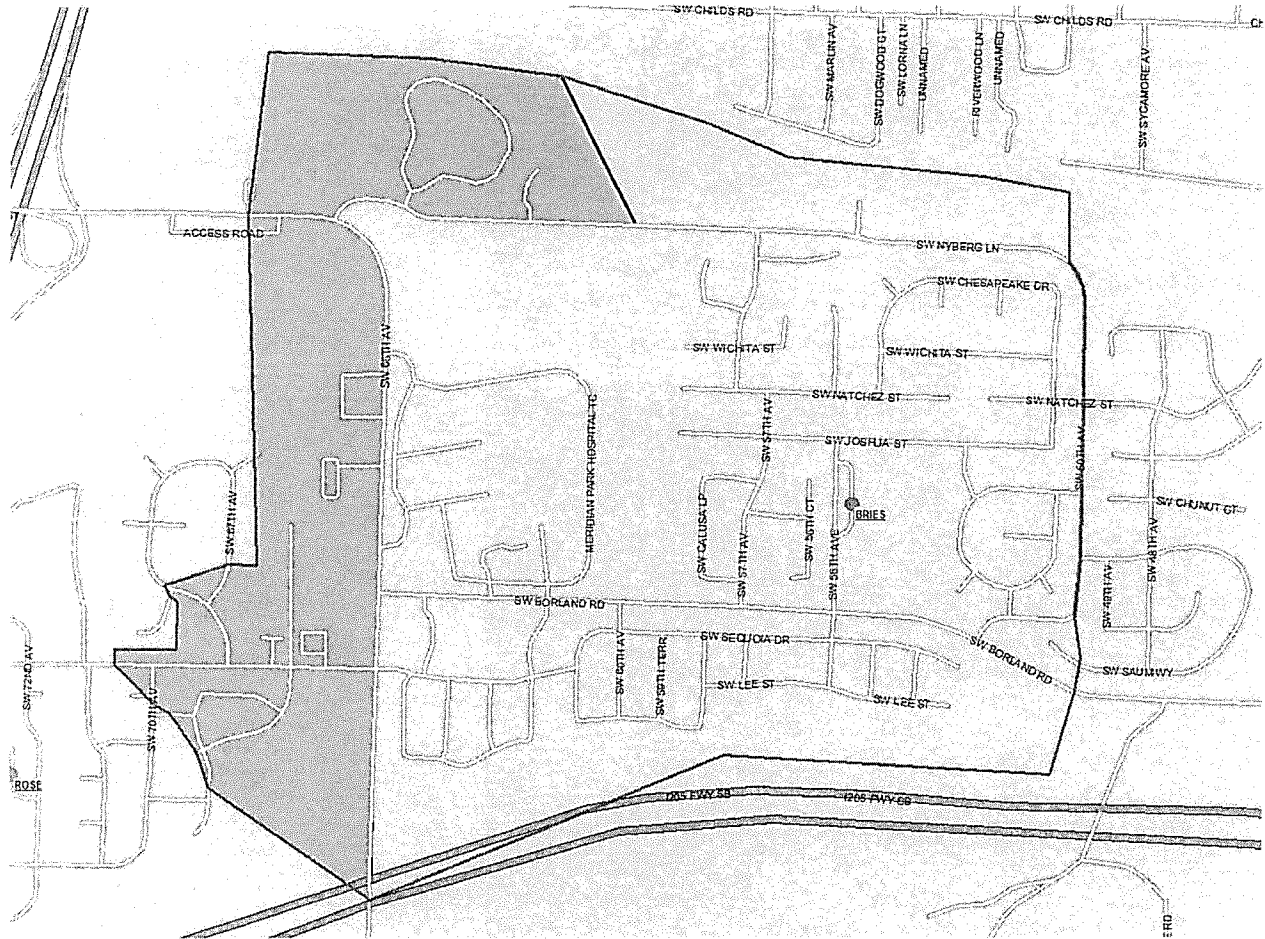
SW Bull Mountain Rd.

South of Bull Mtn./Roy Rogers Rd

68



SUPPLEMENTAL PLAN FOR BRIDGEPORT ELEMENTARY  
 GRADES (K-5)  
 TIGARD-TUALATIN SCHOOL DISTRICT 23J  
 RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW 65<sup>th</sup> Ave.**

- No continuous sidewalks
- No crossing guard
- Commuter traffic

Areas west of SW 65<sup>th</sup> Ave.

**106**

**SW Nyberg Rd.**

- No crossing guard
- Commuter traffic

Between

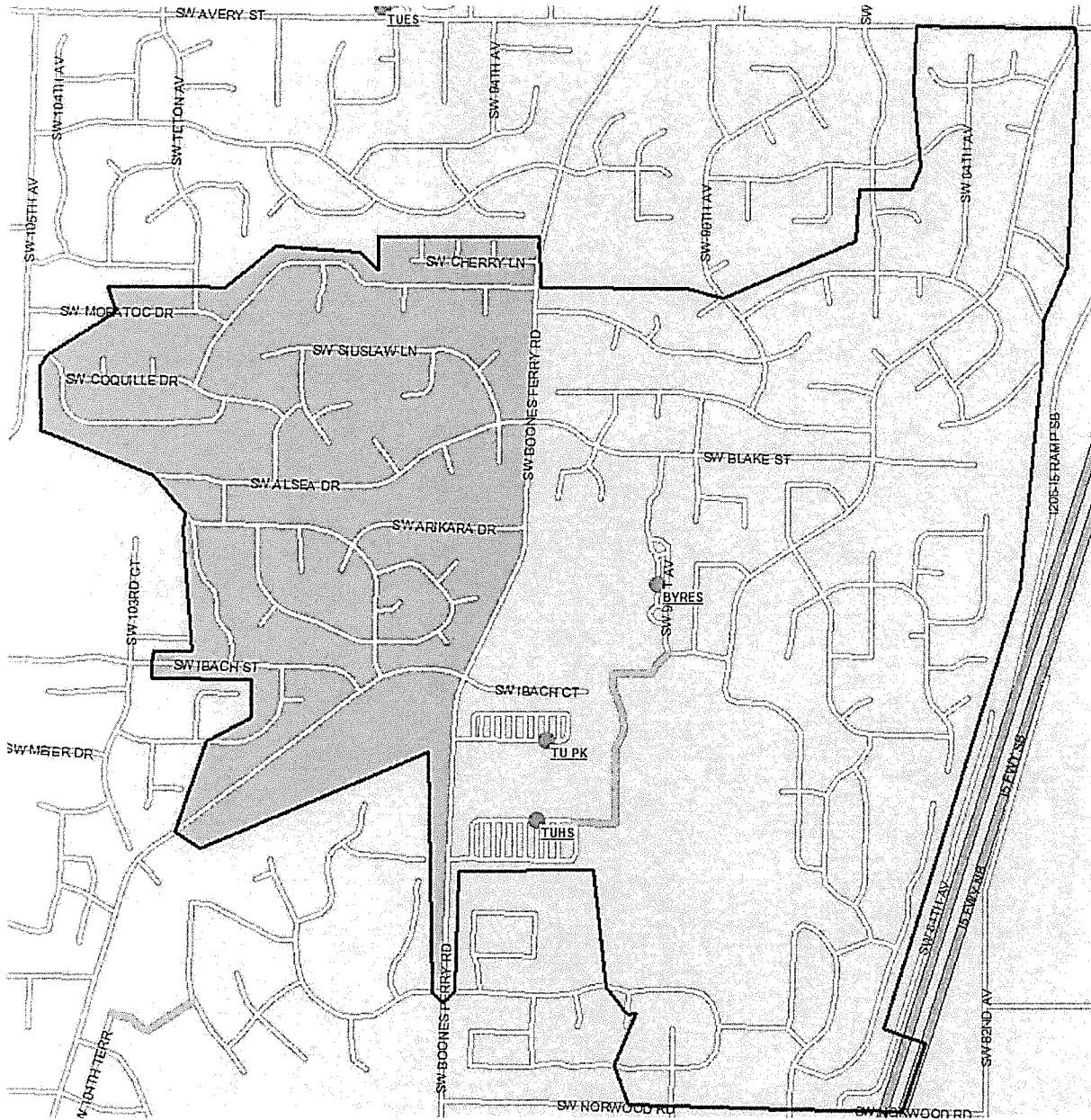
**18**

SUPPLEMENTAL PLAN FOR BYROM ELEMENTARY

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW Boones Ferry Rd.**  
 - Commuter traffic  
 - No crossing guards

Area west of Boones Ferry Rd.

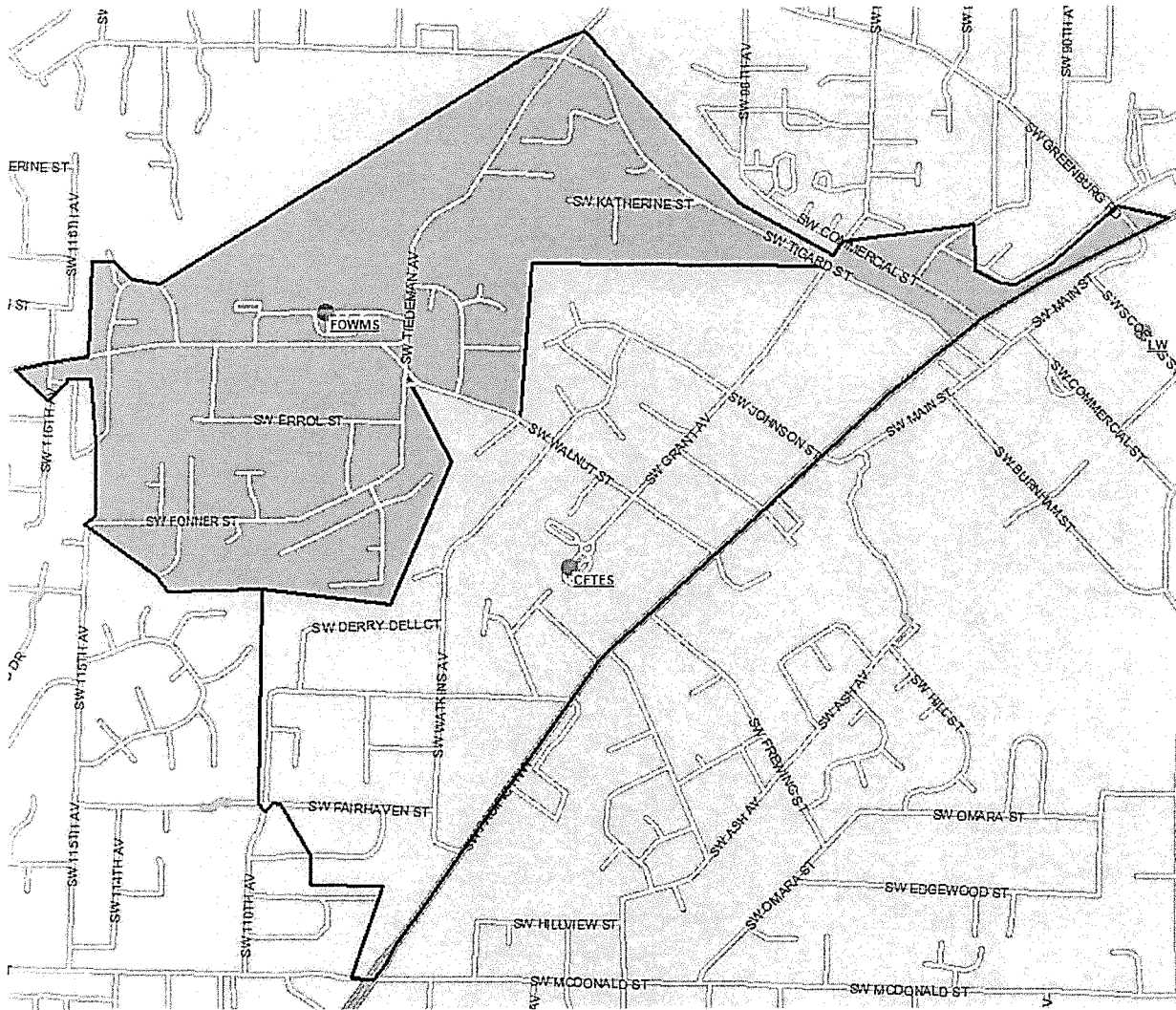
59

**SUPPLEMENTAL PLAN FOR CHARLES F. TIGARD ELEMENTARY**

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW Tigard St.**

- 35 mph
- No sidewalk or road shoulder
- RRX

Main St. west along Tigard St.  
to NW 1 mile boundary line

56

**SW Tiedeman St.**

- Commuter traffic
- No walk path

From RRX to Walnut St.

**SW Walnut**

- Commuter traffic
- No sidewalk

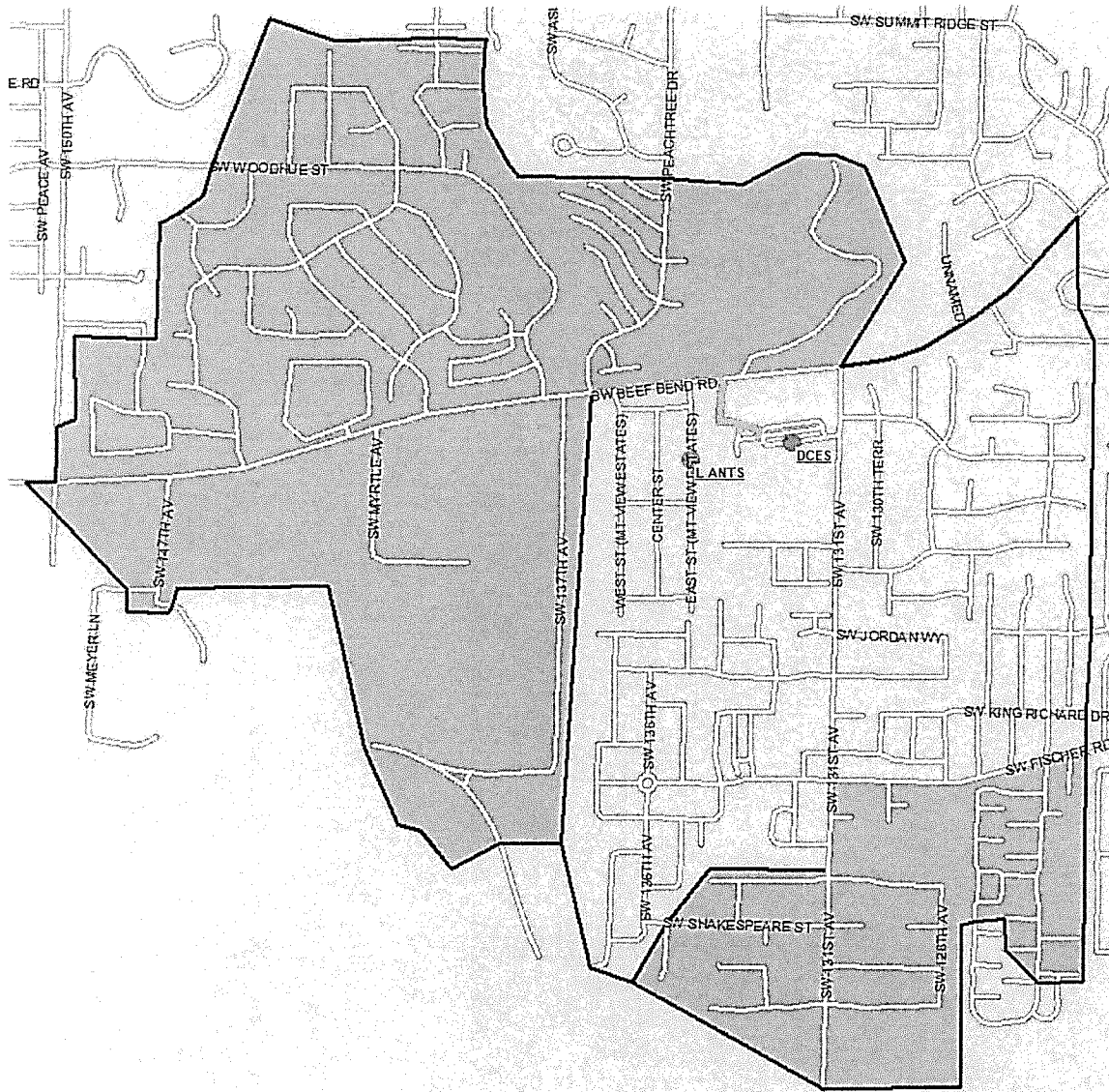
From 106<sup>th</sup> to Tiedeman

SUPPLEMENTAL PLAN FOR DEER CREEK ELEMENTARY

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW Beef Bend Rd.**  
 -Heavy traffic  
 -45 mph  
 -No crossing guard

Neighborhoods north of Beef Bend

**112**

**SW 131<sup>st</sup> Ave**  
 -No crossing guard  
 -No defined crosswalk  
 or traffic controls at school  
 driveway  
 -Sections without walk paths

Neighborhoods east of 131<sup>st</sup> and  
 south of Timara Ln.

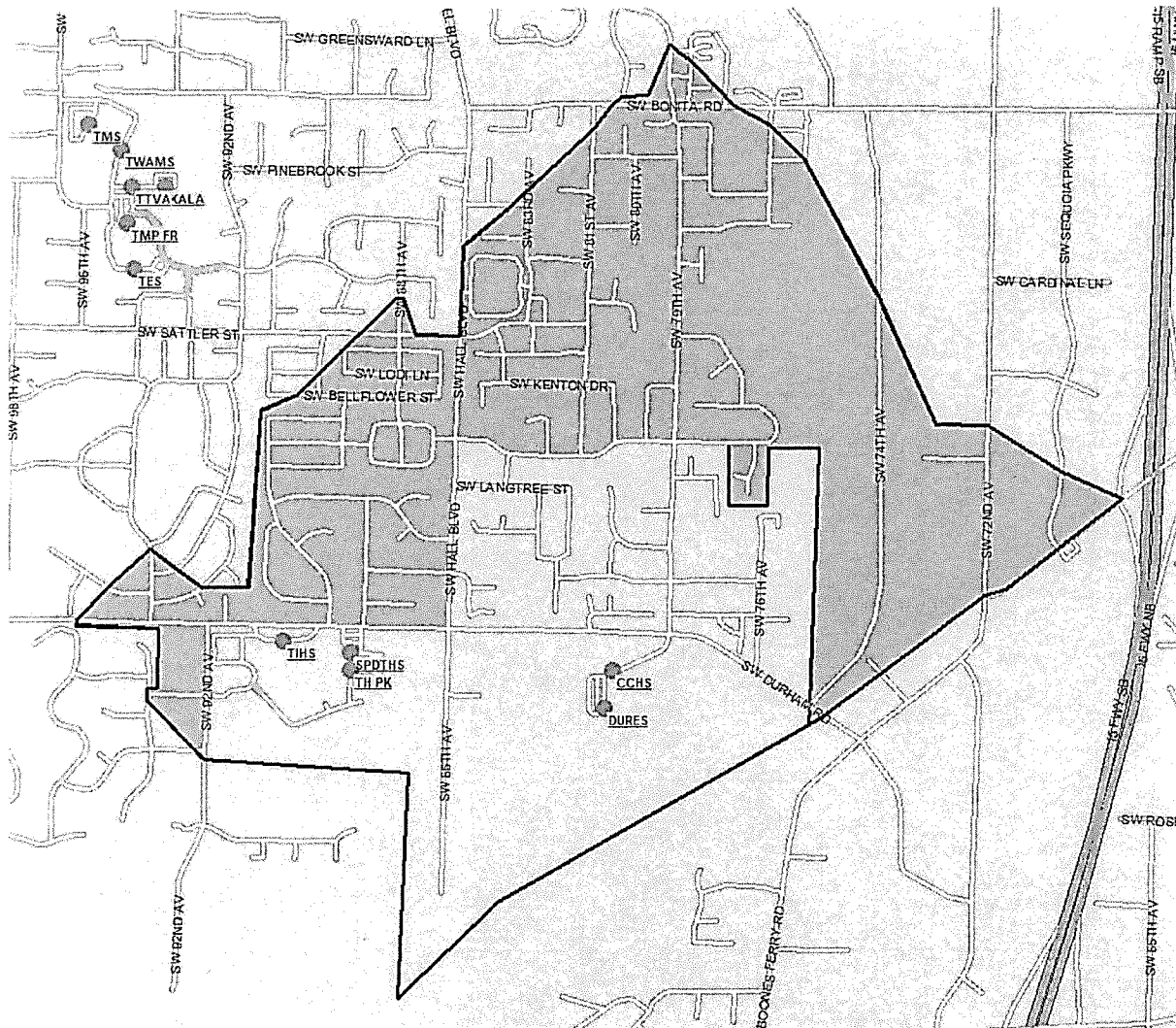
**51**

SUPPLEMENTAL PLAN FOR DURHAM ELEMENTARY

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW 74<sup>th</sup> Ave.**

-Unimproved industrial area

**SW 79<sup>th</sup> Ave & 81<sup>st</sup> Ave**

-Narrow street-commuter traffic

-No walk path

**SW Hall Blvd.**

-High traffic 40 mph

-No crossing guard

**RRX**

From Durham Rd. north to  
1 mile boundary

Neighborhoods north of  
Ashford St.

Neighborhoods east of Hall Blvd.

**182**

SUPPLEMENTAL PLAN FOR MARY WOODWARD ELEMENTARY

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW Walnut St.**

- Commuter traffic
- areas with no walk path

South of Walnut to the 1 mile boundary line

**1**

**SW 121<sup>st</sup> Ave.**

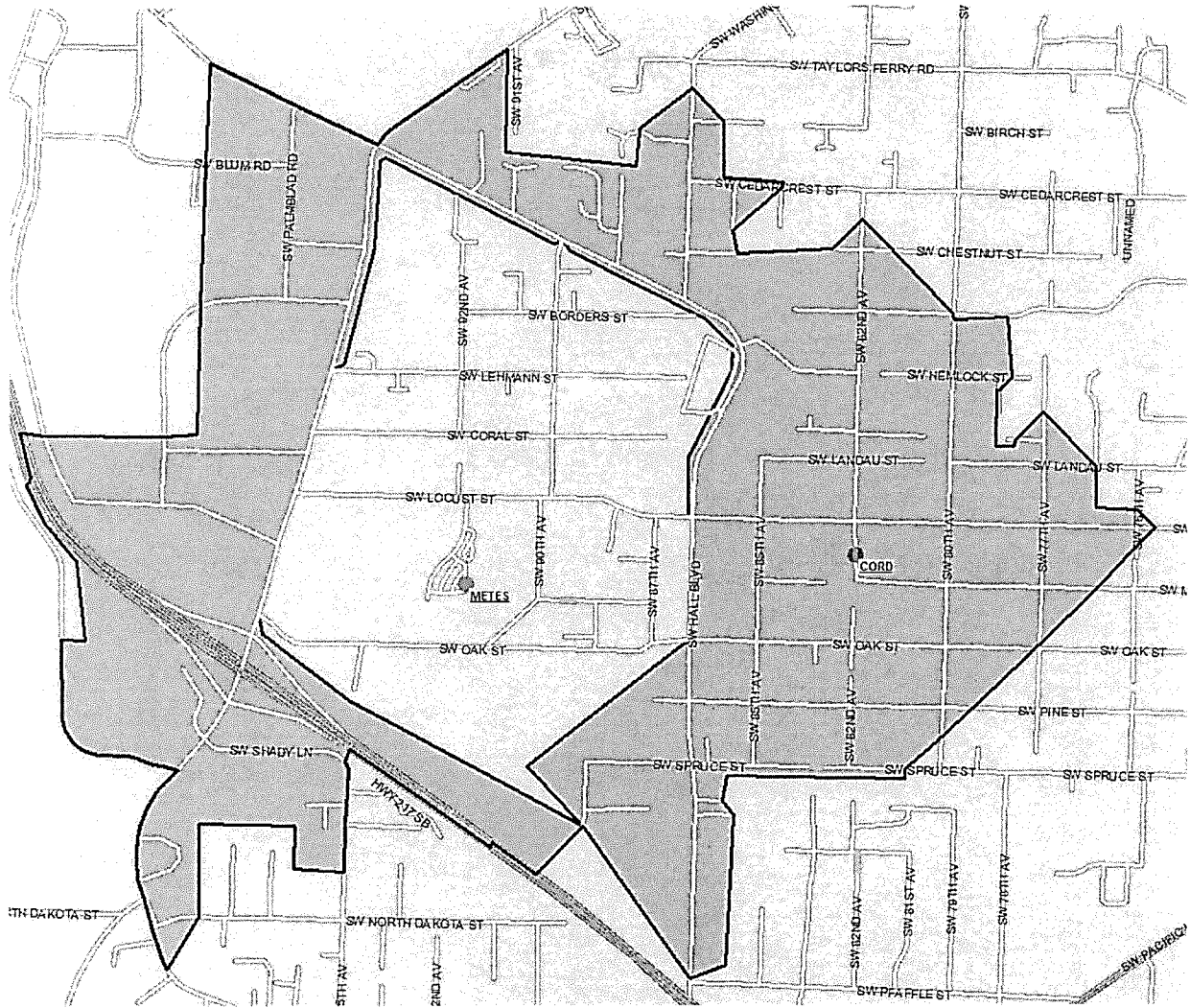
- Commuter traffic
- areas with no walk path

Neighborhoods east of 121<sup>st</sup> Ave.

**21**

SUPPLEMENTAL PLAN FOR METZGER ELEMENTARY

GRADES (K-5)  
TIGARD-TUALATIN SCHOOL DISTRICT 23J  
RESOLUTION DATE: \_\_\_\_\_



HAZARDOUS CONDITIONS

**SW Hall Blvd./SW Greenburg Rd./I217**

- Heavy traffic
- No crossing guards

GENERAL AREA

Neighborhood north & east of Hall Blvd. – East of Greenburg – South of

APPROX. # OF STUDENTS

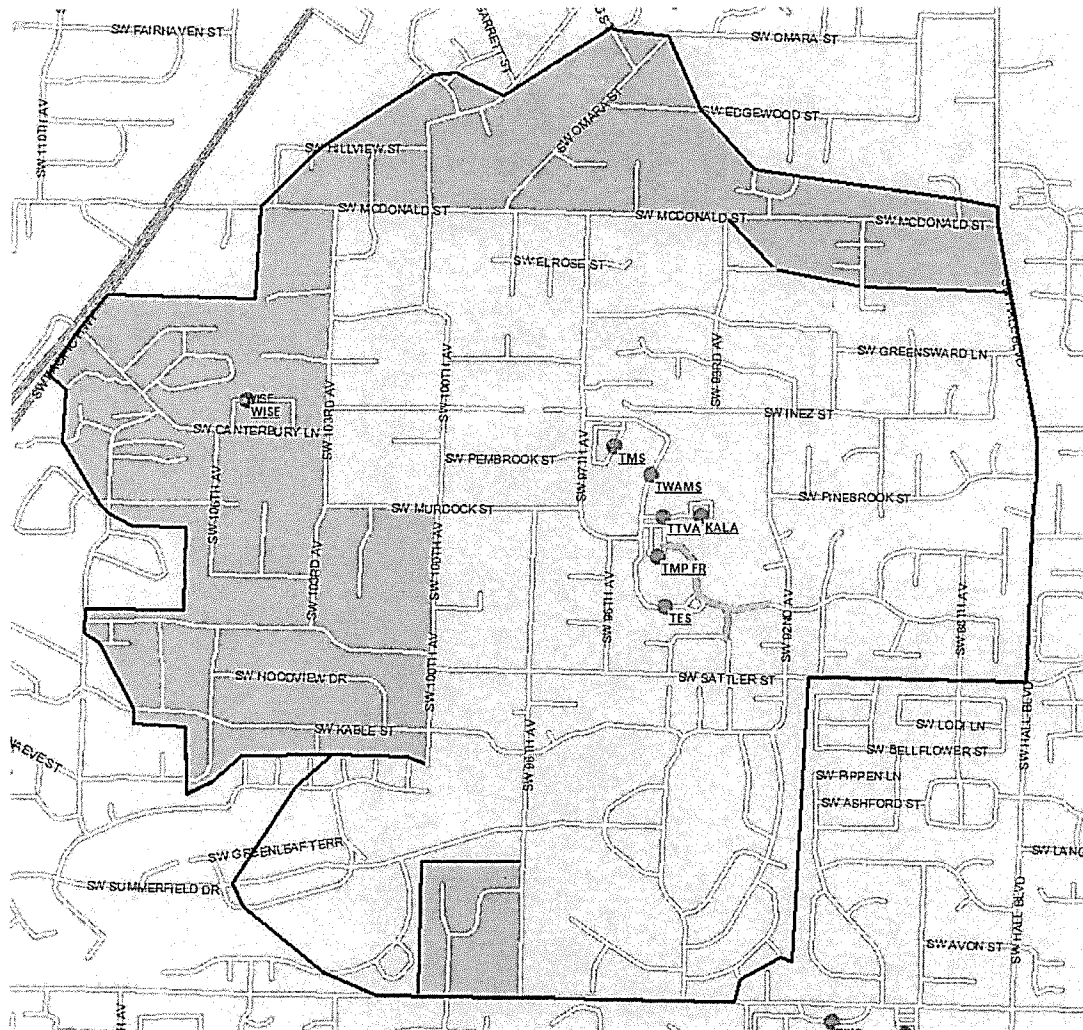
**191**

SUPPLEMENTAL PLAN FOR TEMPLETON ELEMENTARY

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW McDonald St.**

- Heavy traffic
- No crossing guards
- No walk paths

North of McDonald to the 1 mile boundary including development off SW 89<sup>th</sup>

**40**

**SW 100<sup>th</sup> & SW 103<sup>rd</sup>**

- sections with no shoulder
- limited visibility

Area extending north of Inez St. and west of 100<sup>th</sup> Ave to the 1 mile boundary

**60**

**SW Serena Ct & SW Kimberly Dr**

- limited visibility
- No walk path/shoulder

Durham Rd & 98th Ave

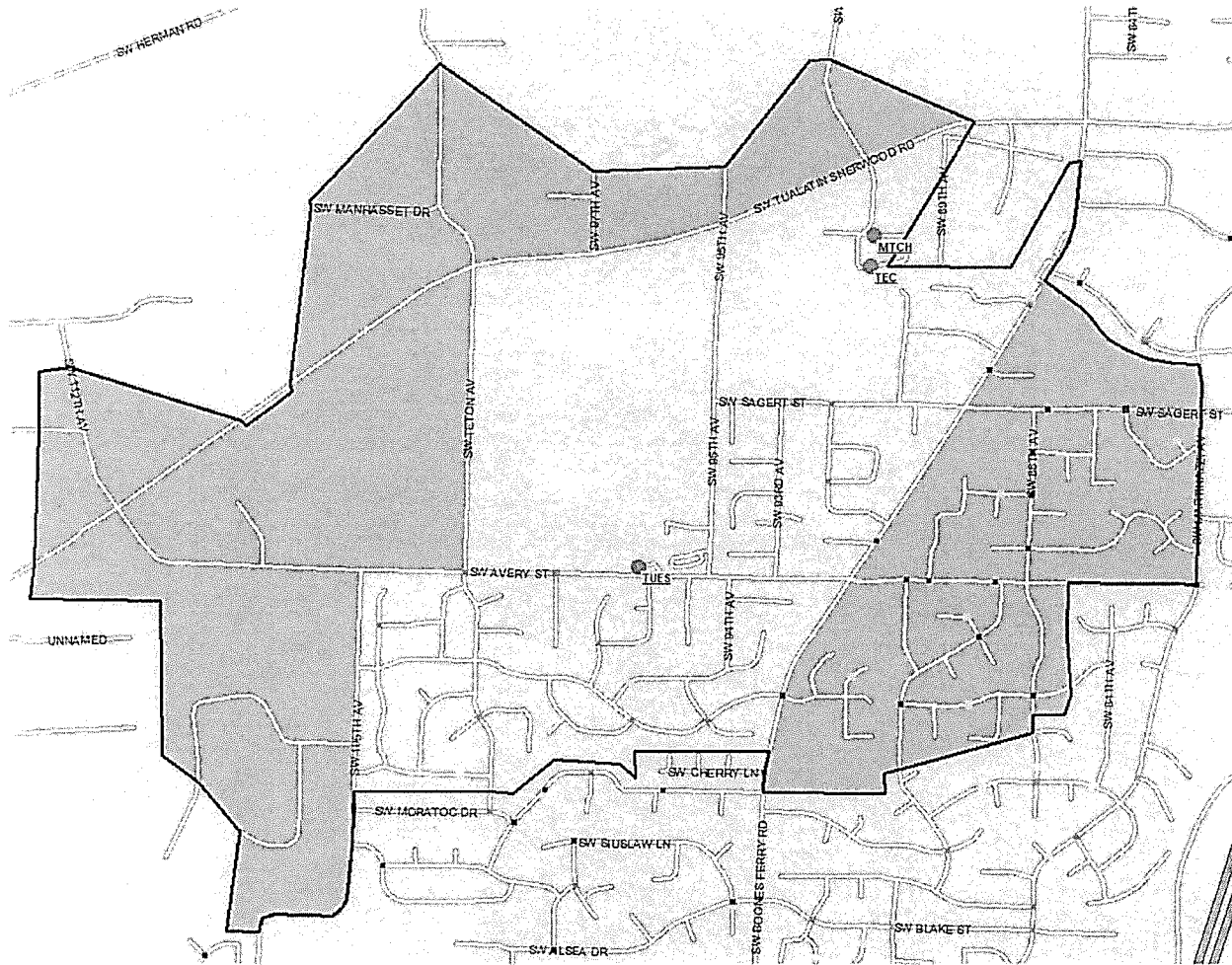
**2**

SUPPLEMENTAL PLAN FOR TUALATIN ELEMENTARY

GRADES (K-5)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW Boones Ferry Rd.**  
 -Commuter traffic  
 -No crossing guard

Neighborhoods east of  
 Boones Ferry Rd.

**68**

**SW 105<sup>th</sup> Ave.**  
 -Unimproved industrial area

Neighborhoods west of  
 SW 105<sup>th</sup> Ave

**1**

**SW Tualatin-Sherwood Rd.**  
 -Principal Arterial (4 lanes)  
 -No crossing guard  
 -Heavy traffic

Neighborhoods north of  
 Tualatin-Sherwood Rd.

**0**

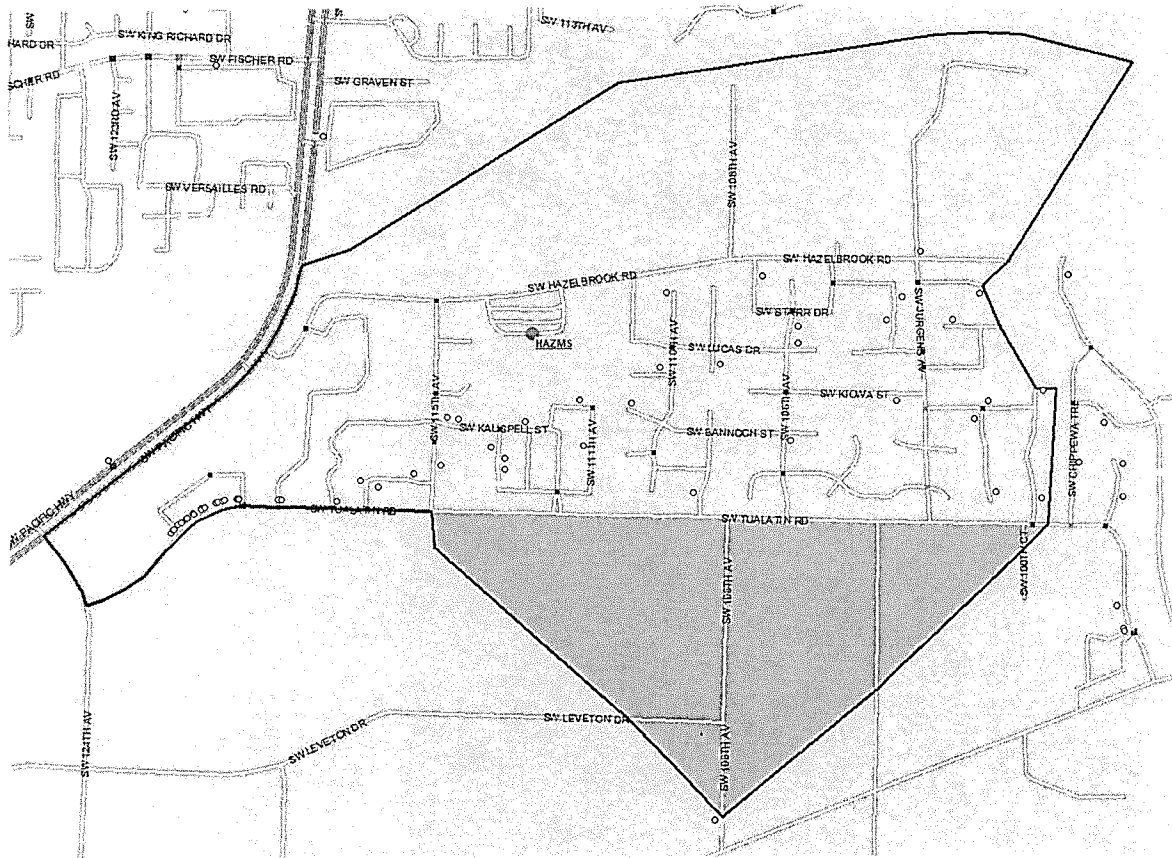
**RRX**

SUPPLEMENTAL PLAN FOR HAZELBROOK MIDDLE SCHOOL

GRADES (6-8)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

**SW Tualatin Rd.**  
 -Commuter traffic  
 -No crossing guard

South of Tualatin Rd. to the edge of the 1 mile boundary

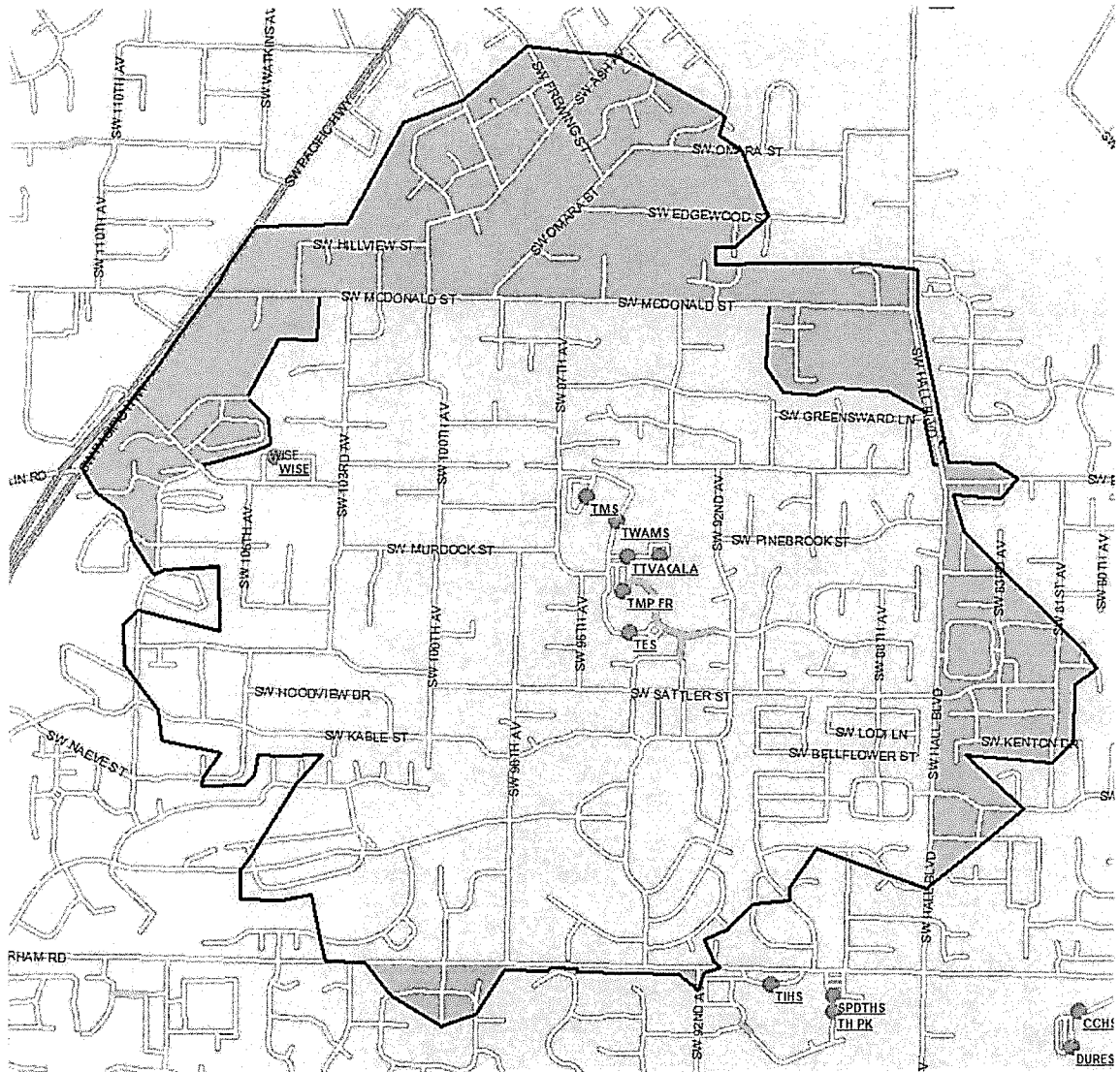
0

SUPPLEMENTAL PLAN FOR TWALITY MIDDLE SCHOOL

GRADES (6-8)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



**HAZARDOUS CONDITIONS**

**GENERAL AREA**

**APPROX. # OF STUDENTS**

SW McDonald St.  
Pacific Hwy  
Durham Rd.  
Hall Blvd.

- Heavy traffic
- No crossing guard
- Speed

North of McDonald  
West of Pacific Hwy  
South of Durham Rd.  
East of Hall Blvd.

65

SW Canterbury Ln.  
-No walk path

Canterbury Pacific Hwy  
to SW 109<sup>th</sup>

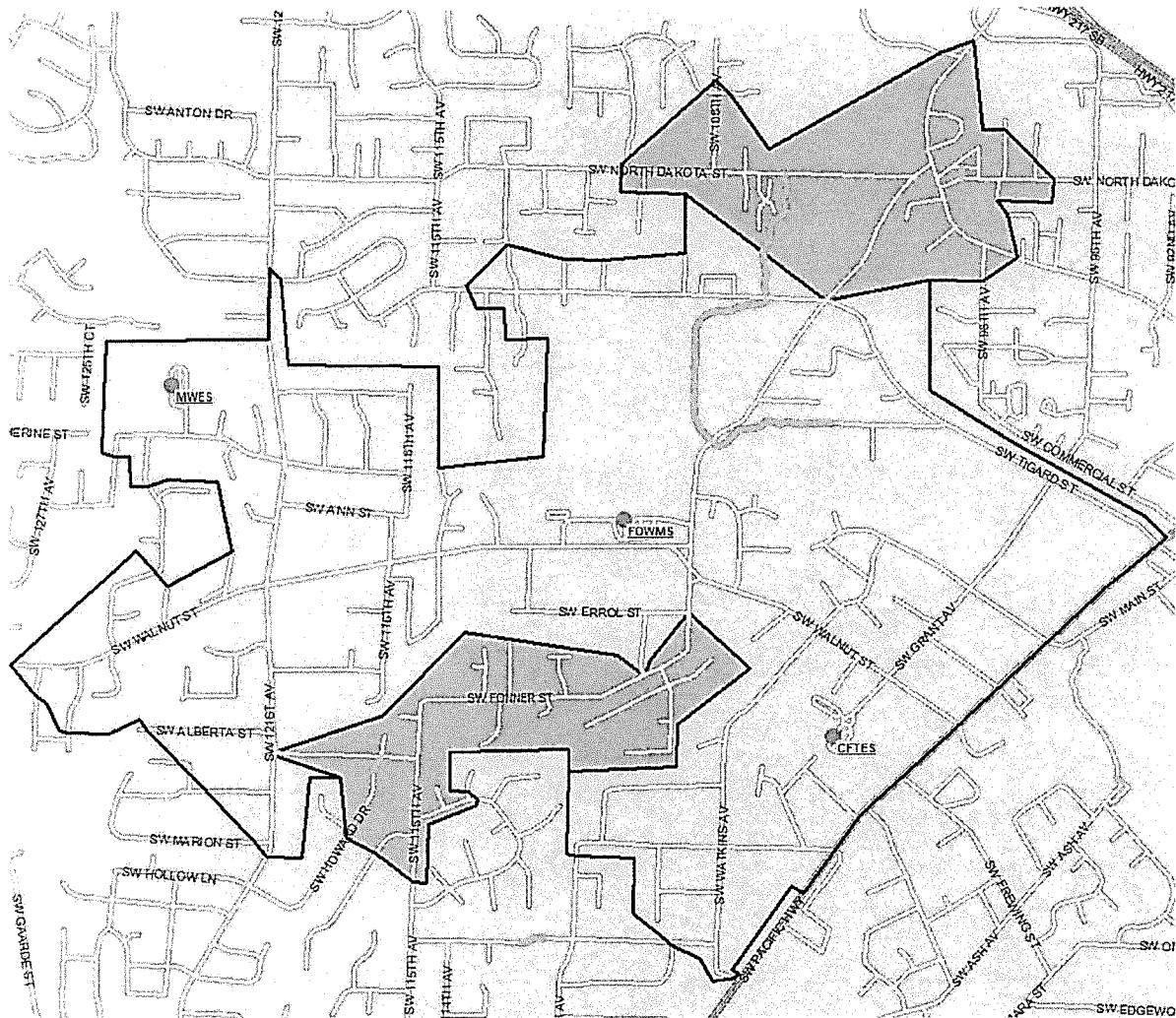
15

SUPPLEMENTAL PLAN FOR FOWLER MIDDLE SCHOOL

GRADES (6-8)

TIGARD-TUALATIN SCHOOL DISTRICT 23J

RESOLUTION DATE: \_\_\_\_\_



HAZARDOUS CONDITIONS

GENERAL AREA

APPROX. # OF STUDENTS

RRX across Tiedeman St.

North of Tigard St. to the  
1 mile boundary edge

43

SW 115<sup>th</sup> Ave & SW Fonner St.

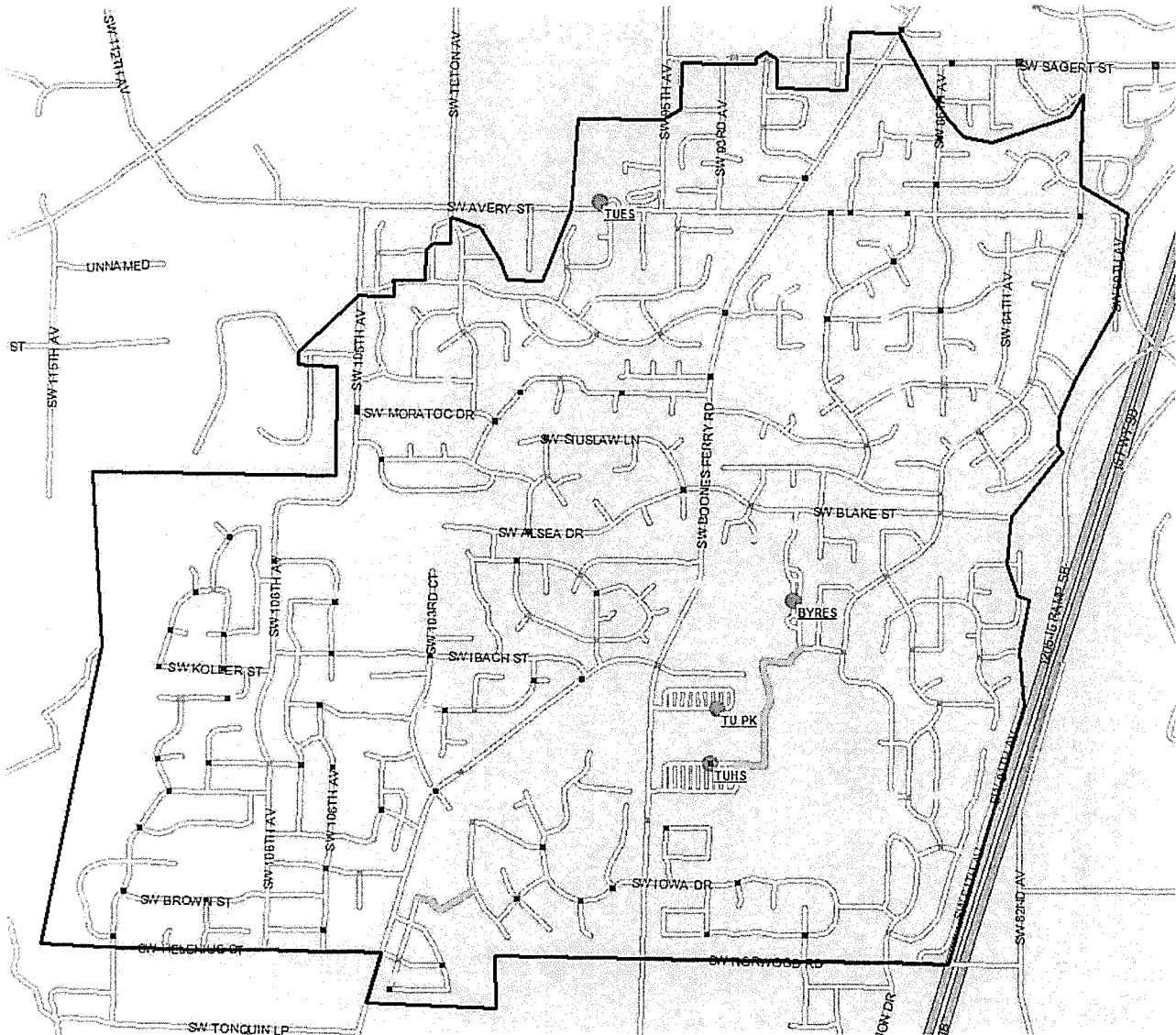
- no sidewalks or walk path
- sharp corners w/no walk path

SW Fonner to SW 115<sup>th</sup> and  
adjacent streets within the  
1 mile boundary

6



SUPPLEMENTAL PLAN FOR TUALATIN HIGH SCHOOL  
 GRADES (9-12) 1.5 MILE WALK BOUNDARY  
 TIGARD-TUALATIN SCHOOL DISTRICT 23J  
 RESOLUTION DATE: \_\_\_\_\_



HAZARDOUS CONDITIONS

GENERAL AREA

APPROX. # OF STUDENTS

NONE

0

APPENDIX A

Tigard-Tualatin School District  
Safe Routes to School  
Transportation Guide

CHECK LIST FOR EVALUATION OF STUDENT WALK AREAS

Date of Observation \_\_\_\_\_

Affected School \_\_\_\_\_ Approximate Number of Affected Pupils \_\_\_\_\_

Name of Street Under Consideration \_\_\_\_\_

Between \_\_\_\_\_ and \_\_\_\_\_

Measured distance between above points equals \_\_\_\_\_ miles Average Grade: \_\_\_\_\_ %

Measured distance to school from furthest of above points equals \_\_\_\_\_ miles

Measured distance to school from nearest of above points equals \_\_\_\_\_ miles

CHECK APPROPRIATE ITEM IN EACH CATEGORY

1. <u>Usable Width of Shoulders</u>			2. <u>Condition of Road Shoulders</u>		
<u>Points</u>	<u>Side</u> <u>Side</u>	<u>Width</u>	<u>Points</u>	<u>Side</u> <u>Side</u>	
10	_____	0 - 3 feet	8	_____	Restricted by Culverts, etc.
8	_____	4 - 6 feet	7	_____	Heavy Growth of Weeds/ Underbrush
6	_____	7 - 10 feet	6	_____	Muddy - Poor Drainage
4	_____	11 - 13 feet	5	_____	Numerous Chockholes - Apt to Hold Water
2	_____	14 feet or more	4	_____	Gravel or Dirt Surface
0	_____	Raised Sidewalk	3	_____	Paved Surface
			2	_____	Sidewalk Even with Road Or Bike Path
			1	_____	Separated Paved Surface
			0	_____	Elevated Sidewalk

OBSERVED ON A \_\_\_ WET OR \_\_\_ DRY DAY

3. <u>Volume of Traffic</u>		4. <u>Average Vehicle Speed</u>	
<u>Points</u>		<u>Points</u> ( Posted Speed: _____ )	
5	_____ 25 or more vehicles/minute	7	_____ 55 MPH or over
4	_____ 20 - 24 vehicles/minute	6	_____ 50 to 54 MPH
3	_____ 15 - 19 vehicles/minute	5	_____ 45 to 49 MPH
2	_____ 10 - 14 vehicles/minute	4	_____ 40 to 44 MPH
1	_____ 5 - 9 vehicles/minute	3	_____ 35 to 39 MPH
0	_____ 4 or less vehicles/minute	2	_____ 30 to 34 MPH
Averaged over a period of _____ minutes		1	_____ 25 to 29 MPH
		0	_____ Less than 25 MPH

Observed between \_\_\_\_\_ & \_\_\_\_\_ a.m. & \_\_\_\_\_ p.m.

CHECK LIST FOR EVALUATION OF STUDENT WALK AREAS

5. <u>Type of Street</u>	6. <u>Type of Community</u>
<u>Points</u>	<u>Points</u>
7     ___ Major Arterial	3     ___ Rural
6     ___ Minor Arterial*	2     ___ Suburban
4     ___ Collector*	1     ___ Urban
2     ___ Connector*	
0     ___ Local	

\*Subtract one point from these categories if a signal or crossing guard is available.

7. <u>Terrain Features Affecting Motorist Visibility</u>	8 <u>Width of Road (not including shoulders)</u>
<u>Points</u>	<u>Points</u>
6     ___ Less than 500' visibility	6     ___ Less than 16 feet
5     ___ 500' to 599' of visibility	5     ___ 16 to 20 feet
4     ___ 600' to 699' of visibility	4     ___ 21 to 24 feet
3     ___ 700' to 799' of visibility	3     ___ 25 to 30 feet
2     ___ 800' to 899' of visibility	2     ___ 31 to 35 feet
1     ___ 900' to 999' of visibility	1     ___ 36 to 45 feet
0     ___ 1000' or more visibility	0     ___ Over 45 feet

9. Other Conditions (rate on scale of 1 – 5 with 5 indicating high risk)

Points

\_\_\_\_\_ Describe Condition: \_\_\_\_\_  
 \_\_\_\_\_ Describe Condition: \_\_\_\_\_

10. <u>Recapitulation of Points</u>	
<u>Category</u>	<u>Points</u>
1. Usable Width of Shoulders	_____
2. Condition of Road Shoulders	_____
3. Volume of Traffic	_____
4. Vehicle Speed	_____
5. Type of Street	_____
6. Type of Community	_____
7. Terrain Features Affecting Motorist Visibility	_____
8. Width of Road (not including shoulders)	_____
9. Other Conditions	_____
Total Points	_____



# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

<p><b>SUBJECT:</b> Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD</p> <p><b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Several school districts have submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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### BACKGROUND

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The legislature also recognized that students who live closer than these prescribed limits may also require transportation due to health or safety reasons, so ORS 327.043 allows for a “supplemental plan” that must be approved by the State Board of Education.

Other than the legislative guidance that the transportation must be for “health or safety” reasons, the State Board has traditionally allowed local school districts to determine areas within their district that require transportation within the distance limits.

In 1992, many districts submitted supplemental plans for approval from the State Board, and all were adopted. Having an approved supplemental plan does two things:

1. It allows a school district to be reimbursed as part of the transportation grant of the state school fund; and
2. It requires transportation to be provided by the district. In other words, the district can’t stop providing this transportation without the approval of a new plan.

The State Board does have the discretion to approve or not approve supplemental plans. The Pupil Transportation Unit does ensure that plans presented to the board present a health or safety reason for the plan.

A supplemental plan must be approved by the local school board prior to presentation to the State Board for approval. The District Boards approved these supplemental plans at their regular meetings and submitted the plan to ODE for approval thereafter.

The supplemental plans submitted by these school districts account for attendance boundary changes within the no-transport area. Proponents and opponents of the submitted plan had the opportunity to be heard at the local level. These plans replace the previous plan.

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

### SUMMARY OF PREVIOUS BOARD ACTION

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The State Board approved Centennial School District's original supplemental plan in 1992, with revisions in 1993, 1995, 2003 and 2006.

The State Board approved Hillsboro School District's original supplemental plan in 1992, with revisions in 1995, 2003, 2004, 2005, and 2016.

The State Board approved Silver Falls School District's original supplemental plan in 1992, with revisions in 2011.

The State Board approved Tigard-Tualatin School District's original supplemental plan in 1992, with revisions in 1993, 2015, and 2018.

The State Board approved Umatilla School District's original supplemental plan in 2009, with no subsequent revisions until now.

### POLICY ISSUE OR CONCERNS

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The School Districts submitted a supplemental plan for State Board approval after the local school boards adopted them during sessions open to the public. ODE does not engage with stakeholders regarding these plan revisions separate from the district's public process.

In this case, the districts are updating their plans to account for students who would otherwise be required to walk in dangerous conditions due to speed and/or volume of vehicle traffic, width and condition of street, lack of shoulders or sidewalks suitable to walking, poor visibility, and dangerous crossings or intersections.

### EQUITY IMPACT ANALYSIS

---

ODE does not conduct a separate analysis of a supplemental plan adopted by a local school board except to verify that the supplemental plan is being submitted for health or safety reasons as required by statute. Adjustments to the supplemental plan typically allow for more access to school transportation services than previously offered under the statutory walk distances, and can bridge the gap for reasonable access for populations that might have been previously underserved or experienced barriers to a safe walk to school.

### FISCAL ANALYSIS

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There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this

# Oregon State Board of Education

**September 18, 2025**

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

Adoption of these plans will not have an effect on any other school district, and will allow the districts to be reimbursed at their current rate for the transportation of these students as part of their transportation grant.

## **ATTACHMENTS**

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Attachment 1: Centennial Supplemental Plan 2025

Attachment 2: Centennial School Board 5.14.25 BM Minutes

Attachment 3: Silver Falls SD Supplemental Plan with Resolution 2025

Attachment 4: supplemental plan TTSD

Attachment 5: TTSD Transportation Supplemental Plan approval

Attachment 6: Umatilla Board Resolution #25-04 Busing\_signed

Attachment 7: Umatilla ode bus request 2025

Attachment 8: Hillsboro Resolution Authorizing the Adoption of the Supplemental Plan 2025 signed

Attachment 9: Hillsboro Supplemental Plan Narrative 2025 - Table 1

Attachment 10: Hillsboro Tamarack Hazard Area Expansion April 2025

## UMATILLA SCHOOL DISTRICT #6R

### RESOLUTION NO. 2025-04

#### A RESOLUTION OF THE UMATILLA SCHOOL DISTRICT 6R BOARD OF DIRECTORS APPROVING THE TRANSPORTATION SUPPLEMENTAL PLAN.

**WHEREAS**, the Umatilla School District 6R Board of Directors is committed to ensuring the health, safety, and well-being of all students within the district; and

**WHEREAS**, the District has identified specific areas within defined walk boundaries that pose significant health and safety hazards to students, necessitating supplemental transportation services; and

**WHEREAS**, for McNary Elementary School, approximately 35 students residing on the South side of Highway 730 and on the West side of Devore Road to Scaplehorn Road are required to cross a heavily traveled highway lacking lighted crosswalks or pedestrian walkways, thereby creating a dangerous situation; and

**WHEREAS**, for Clara Brownell Middle School and Umatilla High School, approximately 35 students living on the South side of the Umatilla River and West of the Umatilla River to Shady Rest Mobile Park, as well as students residing from the 182 overpass on Old River Road South and East to Highway 730, face hazards due to walking along Highway 730 and Old River Road and crossing a narrow bridge without a dedicated pedestrian walkway; and

**WHEREAS**, Columbia Vista Intermediate, a new building opening in Fall 2025, presents new safety concerns for approximately 200 students due to the incomplete status of planned sidewalks along Powerline Road, which serves as a main arterial connecting Highway 730 to Interstate 82 and Interstate 84 on-ramps; and

**WHEREAS**, the District recognizes its responsibility to address these hazards and provide safe transportation solutions for these students, including those with special education transportation needs;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of Umatilla School District 6R, Umatilla County, Oregon, as follows:

1. **Approval of Transportation Supplemental Plan:** The Board hereby approves the Umatilla School District's Transportation Supplemental Plan for the 2025-2026 school year, as outlined in the Superintendent's letter to the Oregon Department of Education dated June 13, 2025.
2. **Authorization for Submission:** The Superintendent is hereby authorized and directed to submit this Transportation Supplemental Plan, along with all necessary supporting documents, to the Oregon Department of Education for approval.
3. **Specific Request for Columbia Vista Intermediate:** The Board specifically requests approval for reimbursable busing for students residing on the east and west sides of

Powerline Road from Dean Avenue on the northwest, and Stevens on the northeast and south through Michelle and Renee streets on the northwest side, impacting approximately 200 students attending Columbia Vista Intermediate, with an effective date of September 2, 2025.

4. **Future Plan Modification:** The Board commits to submitting a modified plan for Columbia Vista Intermediate to the Oregon Department of Education once notice of the final completion of the Powerline Road Sidewalk project is received from the City of Umatilla, to consider areas that may become more safely navigable with the completed sidewalks and proposed pedestrian crossings.
5. **Effective Date:** This resolution shall take effect immediately upon its adoption.

**ADOPTED** by the Umatilla School District 6R Board of Directors this 12th day of June, 2025.

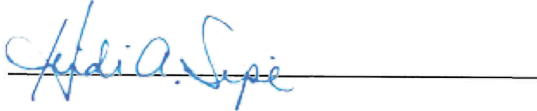
**UMATILLA SCHOOL DISTRICT 6R BOARD OF DIRECTORS**

102



Lesly Claustro-Sanguino, Board Chair

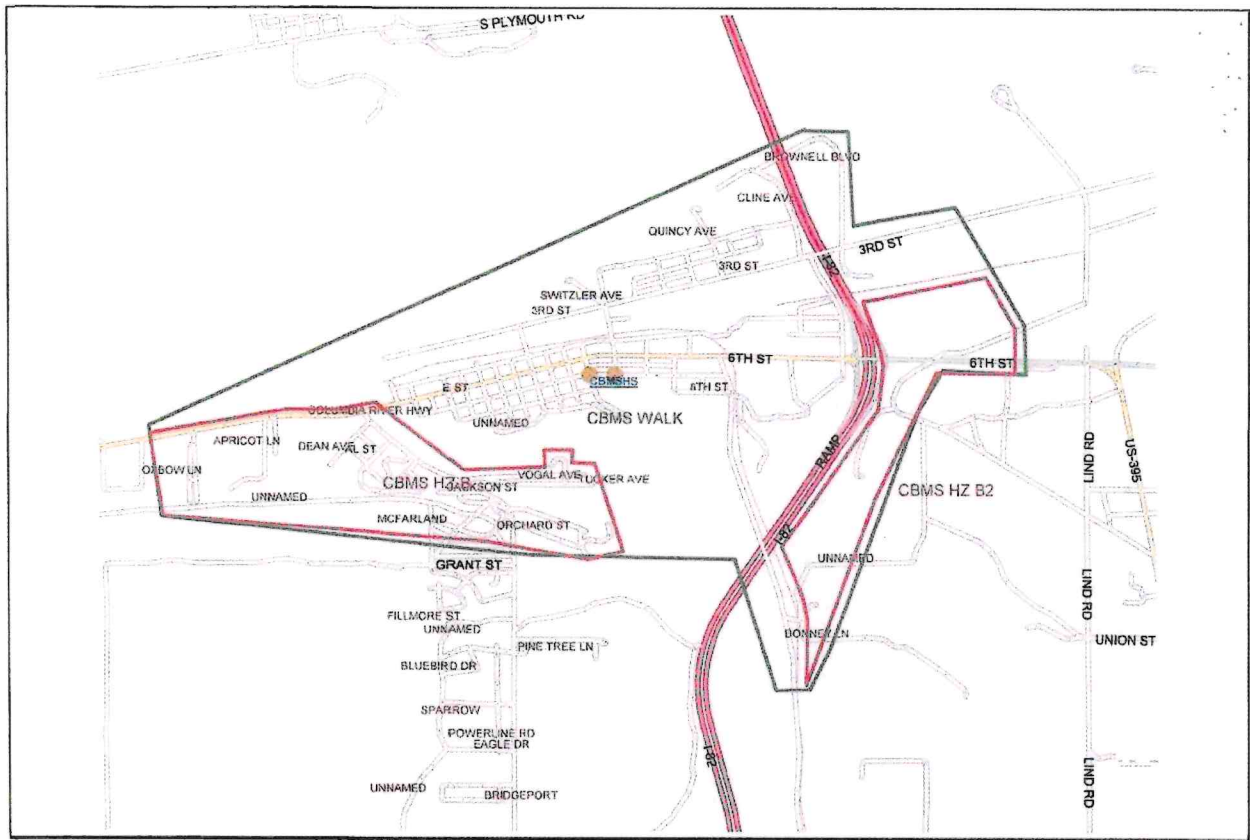
**ATTEST:**



Heidi A. Sipe, EdS, Superintendent

# Clara Brownell Middle and Umatilla High

North

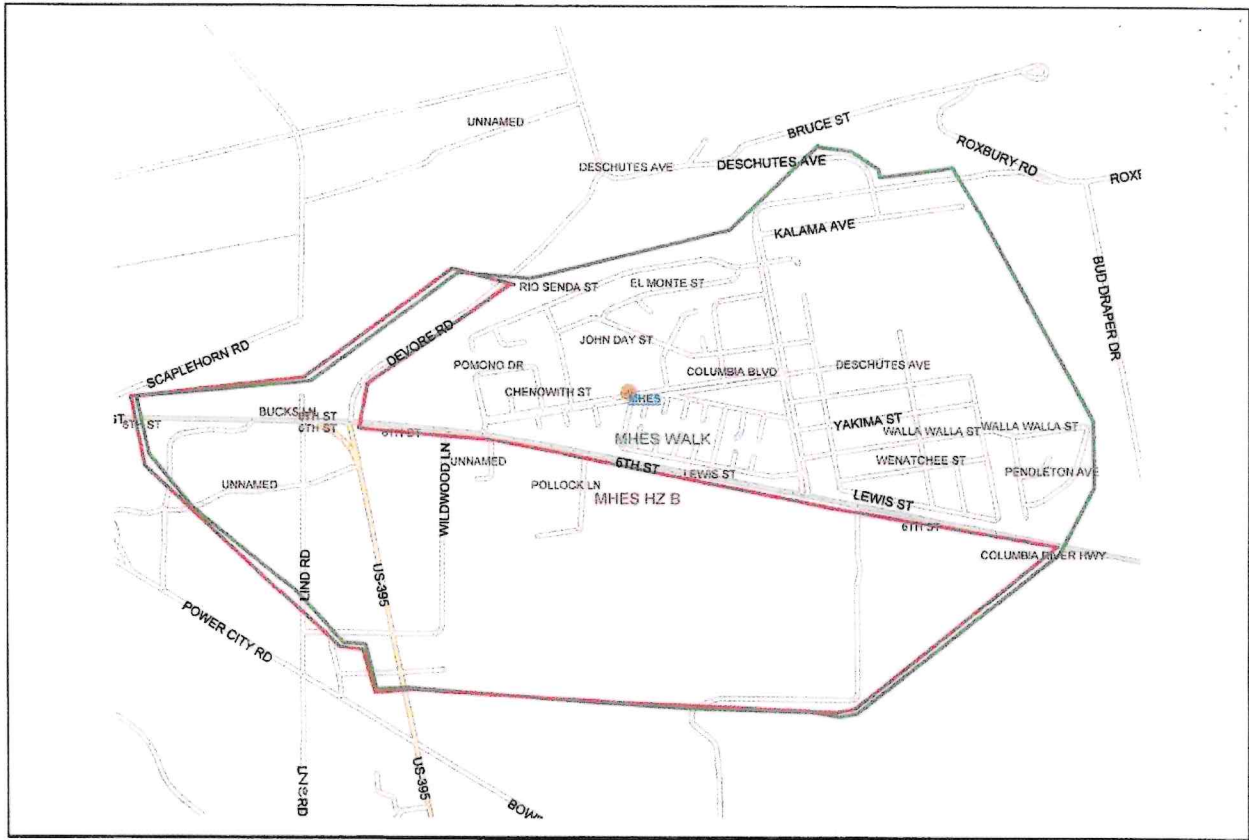


103

South

# McNary Heights Elementary

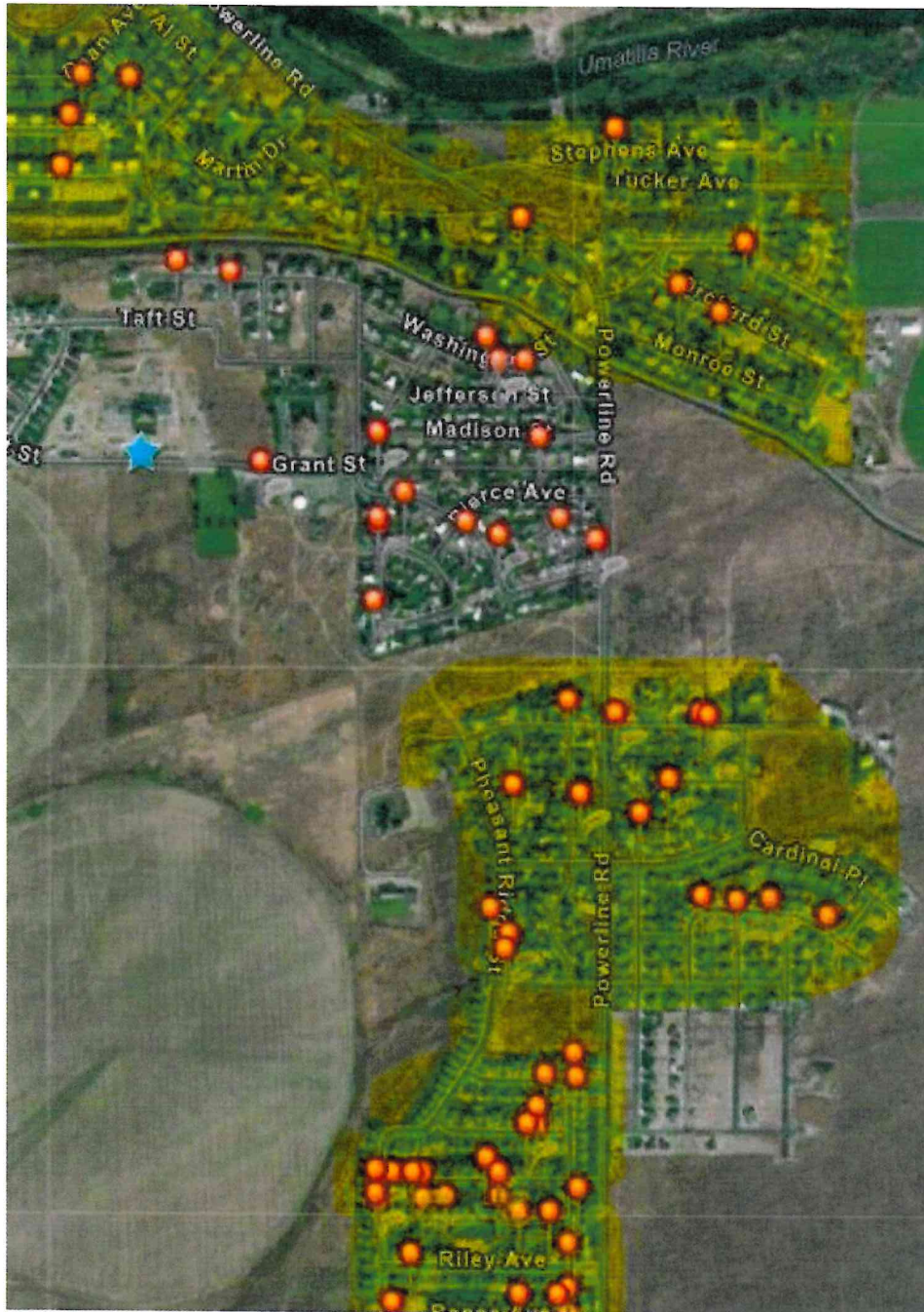
North



South

Columbia Vista Intermediate

North



105

South



**Superintendent**  
Heidi Sipe

**Business Manager**  
Kim Gilsdorf

**Board Members** Lesly Claustro-Sanguino *Chair*, Toby Cranston *Vice-Chair*,  
Travis Eynon, Steve Warr, Jon Lorence, Josiah Barron, Jorge Meza

June 13, 2025

Oregon Department of Education  
Public Service Building-Pupil Transportation  
255 Capitol Street NE  
Salem, OR 97310


Dear Dr. Williams and State Board of Education Members,  
I am submitting this letter and the attached documents in support of the "Supplemental Plan" for the Umatilla School District. This plan has been developed as a result of safety concerns for our students. Please find enclosed the resolution approved by the Umatilla School District Board of Directors for the Transportation Supplemental Plan for 2025-2026.

This plan has been developed for health and safety reasons, including special education transportation needs, for students living within the defined walk boundaries. The targeted students who would be transported within the one-mile limit of elementary and one and one and one half mile limit for the secondary are those students who are current living in an area considered as a safety hazard.

**McNary Elementary:** Students in the zone of concern (labeled in attachment) who attend McNary would be required to cross Hwy 730 which is heavily traveled highway for trucks. There are no lighted cross walks nor pedestrian walkways. This plan would provide transportation for students who live on the South side of Hwy 730 and on the West side of Devore Rd to Scaplehorn Rd. The numbers of students impacted by the request are approximately 35 students. This is a continuing request.

**Clara Brownell Middle and Umatilla High:** The Umatilla River runs through the walk boundary which creates a hazard for the students. The students currently have to walk down Hwy 730 to cross a narrow bridge with no dedicated pedestrian walk way. This plan would provide transportation for students who live on the South side of the Umatilla River and West of the Umatilla River to Shady Rest Mobile Park. Students who reside from the Interstate 82 overpass on Old River Rd South and East to Hwy 730 are at a safety risk due to walking down Old River Rd and crossing Interstate 82 and Hwy 730. The number of students affected for the high school and middle school are approximately 35 students. This is a continuing request.

**Columbia Vista Intermediate:** Columbia Vista Intermediate is a new 4-6 building that will open in fall of 2025. When we first began planning of this project, the City of Umatilla had plans to extend sidewalks along Powerline Road and to add sidewalks (as per our developer agreement) to Madison Street leading to the



school from Powerline Road. Thankfully, the Madison Street sidewalk project is underway. Unfortunately, the Powerline Road sidewalks are not yet started which poses a potentially hazardous situation for students walking to Columbia Vista Intermediate.

Powerline Road is the main arterial for all of the South Hill area and it connects Hwy 730 on its north side to the freeway on-ramps that connect to I-82 and I-84. Until the sidewalks are installed, we request approval for reimbursable busing on the east and west sides of Powerline Road from Dean Avenue on the northwest and Stevens on the northeast and south through Michelle and Renee streets on the northwest side. Once we have received notice of the final completion of the Powerline Road Sidewalk project from the City of Umatilla, we will submit a modified plan to consider areas that may become more safely navigable with the sidewalks and proposed pedestrian crossings. The number of students impacted by the request are approximately 200. We request that this new request be approved for the 2025-26 school year and that it be approved with an effective date of September 2<sup>nd</sup>, 2025.

I have included the resolution passed by the Board of Directors at their June 12<sup>th</sup>, 2025 meeting. Also included are three maps. Two of the maps indicate the school walk boundaries in green for McNary Heights and Clara Brownell. The area that is outlined in red is our request for approval of the supplemental plan. The third is an aerial map for Columbia Vista Intermediate. The area requested is highlighted in yellow.

Should you require additional information or other documents, please contact me at (541) 720-0227 or [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org).

Thank you for your consideration,



Heidi A. Sipe, EdS  
Superintendent

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

<p><b>SUBJECT:</b> Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD</p> <p><b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Several school districts have submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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### BACKGROUND

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In 1991 the Oregon Legislature added a requirement, and funding, to provide transportation to school students who live a certain distance from their elementary or secondary school. The distances established coincide to the previous limit at which students were required to attend school prior to Oregon’s Compulsory School Law.

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# Oregon State Board of Education

**September 18, 2025**

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

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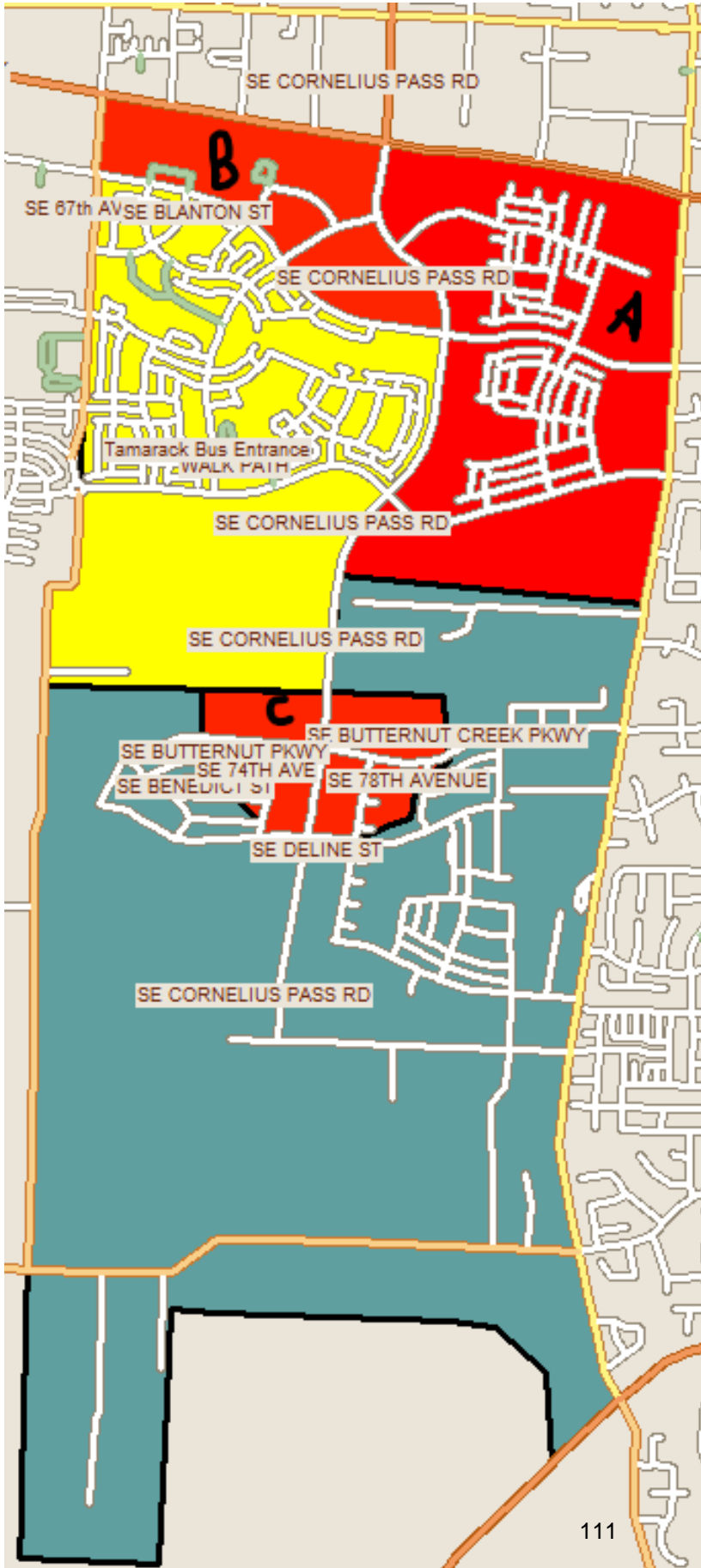
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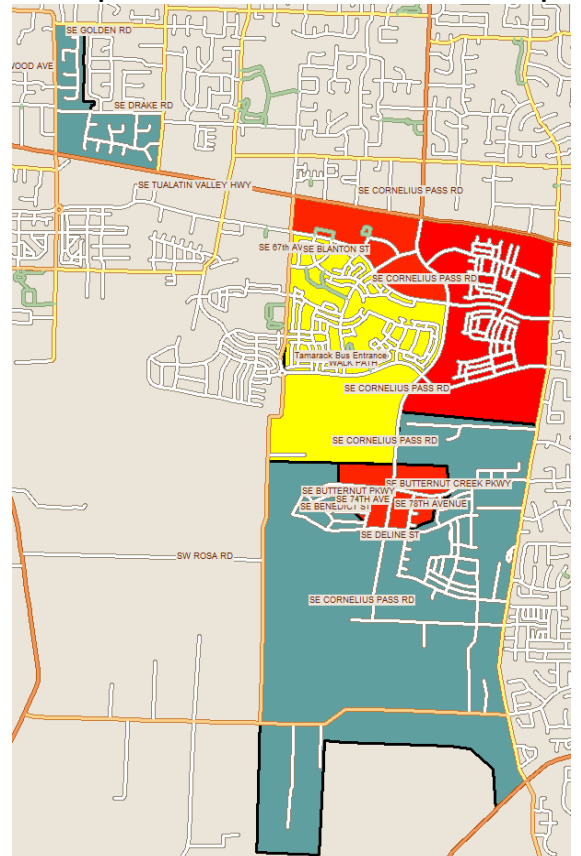
Attachment 9: Hillsboro Supplemental Plan Narrative 2025 - Table 1

Attachment 10: Hillsboro Tamarack Hazard Area Expansion April 2025

# Tamarack Hazard Area Expansion April 2025



Complete attendance area map



**HILLSBORO SCHOOL DISTRICT  
RESOLUTION AUTHORIZING THE ADOPTION OF THE  
SUPPLEMENTAL TRANSPORTATION PLAN**


WHEREAS students of Hillsboro School District 1J currently reside within the one mile and one-an-one half mile limits in the areas indicated on the attached document, and are impacted by safety concerns because of the hazardous conditions described; and

WHEREAS some of these students may qualify under PL 93-112, Section 504, and others may be special education students with Individualized Education Programs (IEPs) requiring transportation to and from school;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Hillsboro School District 1J shall submit this Supplemental Transportation Plan to transport designated students within the one-mile elementary school limit and the one-and-one half mile secondary school limits to the Oregon State Board of Education.

ADOPTED the 27 day of May 2025

By:   
Ivette Pantoja  
Chair, Board of Directors

Attested By:   
Travis Reiman  
Superintendent

## Hillsboro School District 1J Supplemental Transportation Plan 2025

School	Hazard Zone	# of Student	Hazard Zone Description	Reason for Exception
Atfalati ES	Hazard A	12	A1. West Union Rd between NW Shadybrook Rd. and walk area boundary, including NW Stewart lane & NW 289th Pl. A2. NW Jackson School Rd between NW West Union Rd and walk area boundary.	West Union Rd. and Jackson School Rd. both have large amount of traffic with a posted speed limit of 45MPH in narrow rural roadway.
Brookwood ES	Hazard A	63	Westside of SE 32nd Avenue to school boundary.	SE 32nd Avenue has a large amount traffic and the average speed exceeds 25 mph with limited crosswalks.
	Hazard B	34	SE Brookwood Avenue and feeder roads from E. Main to school boundary. East of SE Brookwood south of E Baseline Rd. to SE Golden Rd.	SW Brookwood Avenue has a high volume of traffic and the average speed is 35 to 45 mph. There are limited crosswalks.
Butternut Creek ES	Hazard A	140	North of SW Kinnaman Street to Tualatin Valley Hwy including both sides of 198th to school boundry East side of SW 198th between Kinnamon and School Boundry. East side of SW SW 209th ave to SW 198th Ave and south to school boundry including all feeder st.	SW 209th Avenue has a large volume of traffic averaging over 45 mph. There are no sidewalks, crosswalks, and there are large ditches on the side of the road. SW Kinnaman Street between Stoddard and 198th has no sidewalks, crosswalks, and high traffic volume. North of SW 198th Avenue has an extremely large volume of traffic in excess of 45 mph, no sidewalks, and no crosswalks.
Eastwood ES	Hazard A	89	Southside of E Main Street from SE 24th Avenue to SE 12th Avenue to the school boundary including all feeder streets. Both Sides of NE 24th Avenue at E Main Street to the light rail to NE 25th Avenue on the eastside.	E Main Street has a high volume of traffic averaging 35-50 mph with limited crosswalks and visibility. The light rail tracks in this area are bordered by a concrete wall restricting access.
	Hazard B	54	E Main Street on the north side from NE 36th Avenue to NE 28th Ave., north to NE Cornell Road.	There is a volume of traffic with limited crosswalks and sidewalks.
Farmington View ES	Hazard A	13	One mile radius from school	This is a rural school located on Hillsboro Hwy. There is a very high volume of traffic at speeds exceeding 55 mph, no sidewalks, and no crosswalks.
Free Orchards ES	Hazard A	180	Both sides of SW Tualatin Valley Hwy. from NW 336th Avenue west to the Fred Meyer Loop Road. SW 345th Avenue south of Tualatin Valley Hwy to school boundary. SW Tualatin Valley Hwy., from the trailer park between NW 341st Avenue and the Fred Meyer Loop Road north to the school boundary.	SW Tualatin Valley Hwy. is a 4 lane road with a turn lane with speeds exceeding 50 mph and is unsafe to cross.
Groner ES	Hazard A	18	One mile radius from school	This is a rural school located on SW Scholls Ferry Rd. There is a very high volume of traffic at speeds exceeding 55 mph, no sidewalks, and no crosswalks.
Imlay ES			<b>No Hazard Zones</b>	
Indian Hills ES	Hazard A	29	South of SW Rock Road from SW Rock Drive east to the school boundary. SW 198th Avenue from SW Rock Road south to SW Luree Street.	SW Rock Road has a high volume of traffic and has no sidewalks. SW 198th Avenue has a high volume of traffic and has no sidewalks.
Jackson ES			<b>No Hazard Zones</b>	
Ladd Acres ES	Hazard A	55	North of SE Frances Street and SW Cornelius Pass Road west to SE 64th Avenue, north to SW Lois Street and all feeder streets.	SW Frances has limited sidewalks and crosswalks and a high volume of traffic
	Hazard B	79	SW Tualatin Valley Hwy, west to SE Century Blvd. to SE Drake Street and all feeder streets to the west of SE Century Blvd. SE Century Blvd. north to SE Kensington Street, west to SE Imlay Avenue and all feeder streets.	SE Johnson Street has a high volume of traffic and limited sidewalks. SE Century Blvd. has a high volume of traffic and limited sidewalks and crosswalks.

<b>Lenox ES</b>	Hazard A	5	NW Cornelius Pass Road – NW Jacobson Road to NW West Union Road east to NW 208th Avenue.	NW Cornelius Pass Road and NW West Union Road have a high volume of traffic with no access to streets leading to Lenox.
	Hazard B	0	Sunset Hwy north on NW Cornelius Pass Road (eastside) north to NW Rock Creek Blvd.	NW Cornelius Pass Road has a high volume of traffic with no sidewalks.
<b>Lincoln Street ES</b>	Hazard A	4	Eastside of NE Jackson School Road north from NE Grant Street to NE Arrington Road.	NE Jackson School Road has a high volume of traffic with no sidewalks
	Hazard B	224	North of SE Oak Street from SE 12th Avenue to S 1st Avenue north to SE Washington Street. NE 10th Avenue north from SE Oak Street east side to NE Sturgess Street on NE Cornell Road.	Light rail on SE Washington Street is a barrier to access the school. NE Cornell Road has a high volume of traffic across 4 lanes of traffic with limited crosswalks.
<b>McKinney ES</b>	Hazard A	125	Both sides of NW Connell Street north to NW 9th Avenue. Both sides of NW Padgett Rd and NW Cavens Lane.	NW Connell has a high volume traffic and no sidewalks or crosswalks. NW Padgett Rd and NW Cavens. Lane have no sidewalks and is an undeveloped area.
			East of the railroad track to the school boundary. SW Main Street and feeder streets, including SW Baseline and SW Oak.	This area has unprotected railroad crossings, sporadic sidewalks and limited crosswalks. SW Main has a high volume of traffic and only sporadic sidewalks and limited crosswalks.
<b>Minter Bridge ES</b>	Hazard A	19	SE River Road from SE Enterprise Circle to SE Minter Bridge Road south to SE Jaquelin Drive.	SE Minter Bridge Rd/ and SE River Road have a high volume of traffic with speeds exceeding 35 mph. Limited available crosswalks.
	Hazard B	3	SE Rood Bridge Road to SE Pipers Drive.	SE Rood Bridge Road has no sidewalks or crosswalks and a high volume of traffic.
<b>Mooberry ES</b>	Hazard A	116	NE Sunrise Lane to the school boundary north, east and west.	NE Sunrise Lane has a high volume of traffic, limited sidewalks, deep ditches and limited crosswalks.
	Hazard B	4	NE 17th Avenue east to NE 25th Avenue, south of Sunrise and north of NE Cornell Road	NE 17th Avenue has very limited sidewalks and crosswalks, and a high volume of traffic.
	Hazard C	166	NE 25th Avenue from NE Griffin Oaks Street south to NE Cornell Road	NE 25th Avenue has a high volume of traffic and very limited sidewalks and crosswalks.
<b>North Plains ES</b>	Hazard A	47	North of NW North Avenue and all feeder streets west of NW Shadybrook Rd.	NW North Avenue and NW Shadybrook Rd have a high volume of traffic, limited sidewalks and crosswalks.
	Hazard B	52	South of NW Commercial( west of Glencoe Rd) and all feeder streets to Hwy 26.	NW Commercial Avenue has a high volume of traffic and limited sidewalks and crosswalks. Immediately north of Commercial Avenue are the railroad tracks.
<b>Orenco ES</b>	Hazard A	171	NW 231st Avenue and all feeder streets. NW Quatama Road from NW 227th to Cornelius Pass Road and all feeder streets.	NW 231st has a high volume of traffic at speeds exceeding 35 mph, no shoulders, deep ditches, no sidewalks and limited crosswalks. NW Quatama Road has no sidewalks and has limited crosswalks. There are deep ditches and a creek with a narrow bridge.
<b>Patterson ES</b>	Hazard A	143	NW Evergreen Road from NE Jackson School Road north to the school boundary. NW Glencoe Road from NW Zimmerman Lane south to NE Harewood Street west to the school boundary.	NW Evergreen Road, NE Jackson School Road and NW Glencoe Road have limited crosswalks, and a high volume of traffic exceeding 35 mph.
<b>Quatama ES</b>	Hazard A	157	NE Cornell Road between NE Elam Young Parkway east to NW 231st Avenue, south to NE Oelrich Rd.	NE Cornell Road, NW 231st Avenue, have a high volume of traffic and limited crosswalks and the light rail line causes barriers to access to the school.
	Hazard B	19	NE Cherry Drive from NW 231st Avenue east to NW Cornelius Pass Road, south to the light rail line.	NE Cherry Drive, NW Cornelius Pass Road and NW 231st Avenue have a high volume of traffic and limited sidewalks and crosswalks.

Reedville ES	Hazard A	3	SW Tualatin Valley Highway from SW 214th Avenue west to Cornelius Pass Road to SW Johnson Street.	SW Johnson Street has limited sidewalks and crosswalks.
	Hazard B	37	SW Tualatin Valley Highway from the school boundary west to SW 209th Avenue, and north of Alexander Street from the school boundary on the east to SW 209th Avenue on the west and all feeder streets.	SW Tualatin Valley Highway has a very high volume of traffic exceeding 40 mph; SW Alexander has very limited sidewalks and crosswalks
	Hazard C	3	SW Johnson Street between SW 198th Avenue and SW Anthony Drive	There are limited sidewalks and crosswalk and SW 198th Avenue has a high volume of traffic.
Rosedale ES	Hazard A	48	South of TV HWY and North of SE Davis Rd. between SE 67th Ave and SE Silver Oak Ave including all feeder streets.	There is a high volume of traffic on SE 67th ave., SE Century Blvd, SE David Rd and SE Alexander St with limited sidewalks or crosswalks
Tamarack ES*	Hazard A	25	Between Cornelius Pass and 209th and south of TV Hwy.	Multiple lanes of traffic including turn lanes. High volume of vehicle traffic. Thoroughfare for business and residential traffic.
	Hazard B*	58	North of SE Blanton, between SE Cornelius Pass Rd and SE 67th Ave, south of T.V Hwy. including all feeder streets.	Multiple lanes of traffic including turn lanes. High volume of vehicle traffic. Thoroughfare for business and residential traffic.
	Hazard C*		Between SE Cornelius Pass Rd bridge to south of SE Deline St. and between SE 72nd Ave. to SE 78th Ave and SE 74th Ave to 77th Ave. including all feeder streets	Multiple lanes of traffic including turn lanes and crossing over bridge, High volume of vehicle traffic.
Tobias ES	Hazard A	140	A1. SE Baseline Road North to SW Mohican St between SW 205th Ave and school boundary including all feeders street. A2. SW 197th to SW Rock Rd including all feeder streets.	Baseline Road has a high volume of traffic with speed limits over 35 mph. SW 197th has a high volume of traffic with very limited sidewalks and crosswalks. SW Rock Road has limited sidewalks and no crosswalks.
WL Henry			<b>No Hazard Zones</b>	
West Union ES	Hazard A	4	One mile radius from school	This is a rural school located on NW West Union Road. There is a high volume of traffic exceeding 55 mph, no sidewalks or crosswalks and deep ditches.
Witch Hazel ES	Hazard A	47	SE Witch Hazel Road and all feeder streets from Tualatin Valley Highway to SW River Road; and SW River Road from SE Witch Hazel Road south to the school boundary.	SE Witch Hazel Road has a high volume of traffic and no sidewalks or crosswalks and has deep ditches. SW River Road has a high volume of traffic and limited sidewalks and crosswalks.
R.A. Brown MS	Hazard A	12	SW 197th Avenue from south of SW Brookfield Lane to SW Rock Road on the west side all feeder streets; SW 198th Avenue south from SW Rock Road to SW York Street.	SW 197th and 198th Avenues have no sidewalks or crosswalks and have a high volume of traffic exceeding 35 mph.
	Hazard B	29	North of W Baseline Rd. between 205th and SW 197th Place including all feeder street.	Crossing of major multi lan high traffic intersection at W. Baseline Rd.
	CHS/BMS Hazard	4	NE Shaleen between NE Cornelius Pass and W Baseline Rd. including all feeder streets.	Crossing of major multi-lane high traffic intersection at W. Baseline Rd.
Evergreen MS	Hazard A	32	NW Evergreen Road from Jackson School Road west to NW Glencoe Road south to Glencoe High School on the west side and all feeder streets to the school boundary.	NW Glencoe Road and Evergreen Road have a high volumes of traffic with limited sidewalks and crosswalks.
	Hazard B	6	Both sides of N 1st Avenue north from NE Warren Street to NE Harewood St.	There is a high volume of traffic N 1st Avenue and there are limited sidewalks and crosswalks.

	Hazard D	32	Both sides and feeder streets of NW Glencoe Road between NE Harewood Street north to Glencoe High School.	NW Glencoe Road has a high volume of traffic with limited sidewalks and crosswalks and an unprotected railroad crossing.
<b>Poynter MS</b>	Hazard A	40	NE Sunrise Lane to NE 15 Ave NE 15th Ave to 25th Ave between NE Griffin Oaks and edge of school boundary . E Main Street south between NE 24th Avenue to the school boundary on the west.	On NE Sunrise Lane, NE 15th Ave and Griffin Oaks St. there are limited sidewalks and crosswalks. SE 24th Ave and feeder streets has limited sidewalks and crosswalks and has a high volume of traffic.
	Hazard B	11	E Main Street south to SE Maple Street east to SE 15th.	This area has no access due to the concrete barriers for the light rail line.
<b>South Meadows MS</b>	Hazard A	3	SE Creek Court off of SE Rood Bridge Rd.	SE Rood Bridge Rd. has a high volume of traffic with no sidewalks or crosswalks.
	Hazard B	2	Both sides of SW River Road from SE Davis Road south to SW Rosa Road.	This is a rural area with no sidewalks or crosswalks and a high volume of traffic.
	Hazard C	11	Both sides of SE Davis Road to both sides of SW 234th Avenue north to Tualatin Valley Highway.	There are no sidewalks or crosswalks and deep ditches.
	Hazard D	49	Both sides of Tualatin Valley Highway from SE Imlay Ave to SE 40th Avenue. Both sides of SE Brookwood Avenue from Tualatin Valley Highway to just south of SE Mair Street, and all connecting streets to the school border. SE River Road from Tualatin Valley Highway to SE 39th Avenue.	Tualatin Valley Highway is a four-lane highway with a turn lane and there is a high volume of traffic with speeds exceeding 45 mph. This is a high volume traffic street with limited crosswalks and traffic exceeds 35 mph. This is a high volume traffic street with no sidewalks and no crosswalks.
<b>Century HS</b>	CHS/ BMS Hazard	6	NE Shaleen between NE Cornelius Pass and W Baseline Rd.	Crossing of major multi-lane high traffic intersection at W. Baseline Rd.
<b>Glencoe HS</b>	Hazard A	3	Both sides of NW Hornecker Road.	This is a rural area with a high volume traffic and no sidewalks and crosswalks.
	Hazard B	97	Both sides of N 1st Avenue from the light rail line north to NE Harewood Street and all feeder streets.	N 1st Avenue has a high volume of traffic at speeds exceeding 35 mph. There are limited crosswalks.
<b>Hillsboro HS</b>	Hazard A	185	SE Tualatin Valley Highway and all feeder streets to the north.	SE Tualatin Valley Highway has five lanes and a high volume of traffic at speeds exceeding 35 mph.
	Hazard B	10	SE Minter Bridge Road.	This is a rural area with deep ditches, no sidewalks, and no crosswalks. Traffic speeds exceed 45 mph.
	Hazard C	21	SE Witch Hazel Road and SW River Road.	SE Witch Hazel Road and SW River Road have a high volume of traffic, limited sidewalks and crosswalks. River Road has traffic with speeds exceeding 45 mph.
<b>Liberty HS</b>	Hazard A	13	NW West Union Road from the district boundary on the east to just east of NW Helvetia Road on the west. NW Jacobson Road and all feeder roads west of Century Blvd. All school attend boundaries south of Highway 26.	NW West Union Road has a high volume of traffic at speeds exceeding 55 mph. NW Jacobson Road has limited sidewalks or crosswalks in this area. There are no sidewalks or crosswalks. Highway 26 has a high volume of traffic at speeds exceeding 55 mph.
<b>Oak Street Campus</b>	Hazard A	8	All feeder street beyond SW 1st Ave., SW Oak St. and SW 10th Ave. to 1.5 mile walk zone boundary.	Crossing of major multi-lane high traffic intersection at SW 1st Ave., SW Oak St and SW 10th Ave.

\* New hazard areas

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

<p><b>SUBJECT:</b> Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD</p> <p><b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Several school districts have submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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### BACKGROUND

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In 1991 the Oregon Legislature added a requirement, and funding, to provide transportation to school students who live a certain distance from their elementary or secondary school. The distances established coincide to the previous limit at which students were required to attend school prior to Oregon’s Compulsory School Law.

The legislature also recognized that students who live closer than these prescribed limits may also require transportation due to health or safety reasons, so ORS 327.043 allows for a “supplemental plan” that must be approved by the State Board of Education.

Other than the legislative guidance that the transportation must be for “health or safety” reasons, the State Board has traditionally allowed local school districts to determine areas within their district that require transportation within the distance limits.

In 1992, many districts submitted supplemental plans for approval from the State Board, and all were adopted. Having an approved supplemental plan does two things:

1. It allows a school district to be reimbursed as part of the transportation grant of the state school fund; and
2. It requires transportation to be provided by the district. In other words, the district can’t stop providing this transportation without the approval of a new plan.

The State Board does have the discretion to approve or not approve supplemental plans. The Pupil Transportation Unit does ensure that plans presented to the board present a health or safety reason for the plan.

A supplemental plan must be approved by the local school board prior to presentation to the State Board for approval. The District Boards approved these supplemental plans at their regular meetings and submitted the plan to ODE for approval thereafter.

The supplemental plans submitted by these school districts account for attendance boundary changes within the no-transport area. Proponents and opponents of the submitted plan had the opportunity to be heard at the local level. These plans replace the previous plan.

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

### SUMMARY OF PREVIOUS BOARD ACTION

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The State Board approved Centennial School District's original supplemental plan in 1992, with revisions in 1993, 1995, 2003 and 2006.

The State Board approved Hillsboro School District's original supplemental plan in 1992, with revisions in 1995, 2003, 2004, 2005, and 2016.

The State Board approved Silver Falls School District's original supplemental plan in 1992, with revisions in 2011.

The State Board approved Tigard-Tualatin School District's original supplemental plan in 1992, with revisions in 1993, 2015, and 2018.

The State Board approved Umatilla School District's original supplemental plan in 2009, with no subsequent revisions until now.

### POLICY ISSUE OR CONCERNS

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The School Districts submitted a supplemental plan for State Board approval after the local school boards adopted them during sessions open to the public. ODE does not engage with stakeholders regarding these plan revisions separate from the district's public process.

In this case, the districts are updating their plans to account for students who would otherwise be required to walk in dangerous conditions due to speed and/or volume of vehicle traffic, width and condition of street, lack of shoulders or sidewalks suitable to walking, poor visibility, and dangerous crossings or intersections.

### EQUITY IMPACT ANALYSIS

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ODE does not conduct a separate analysis of a supplemental plan adopted by a local school board except to verify that the supplemental plan is being submitted for health or safety reasons as required by statute. Adjustments to the supplemental plan typically allow for more access to school transportation services than previously offered under the statutory walk distances, and can bridge the gap for reasonable access for populations that might have been previously underserved or experienced barriers to a safe walk to school.

### FISCAL ANALYSIS

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There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this

# Oregon State Board of Education

**September 18, 2025**

AGENDA ITEM: Supplemental Plan Revisions for Centennial SD, Hillsboro SD, Silver Falls SD, Tigard-Tualatin SD, and Umatilla SD

transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

Adoption of these plans will not have an effect on any other school district, and will allow the districts to be reimbursed at their current rate for the transportation of these students as part of their transportation grant.

## **ATTACHMENTS**

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Attachment 1: Centennial Supplemental Plan 2025

Attachment 2: Centennial School Board 5.14.25 BM Minutes

Attachment 3: Silver Falls SD Supplemental Plan with Resolution 2025

Attachment 4: supplemental plan TTSD

Attachment 5: TTSD Transportation Supplemental Plan approval

Attachment 6: Umatilla Board Resolution #25-04 Busing\_signed

Attachment 7: Umatilla ode bus request 2025

Attachment 8: Hillsboro Resolution Authorizing the Adoption of the Supplemental Plan 2025 signed

Attachment 9: Hillsboro Supplemental Plan Narrative 2025 - Table 1

Attachment 10: Hillsboro Tamarack Hazard Area Expansion April 2025

## **Summary**

**Meeting Date:** 9/18/2025

**Title:** House Bill 2453 (2025) Implementation: District Equity Committees

**Status:** Adoption (no changes)

**Presentation:** Yes

**Key Staff:** Cassie Medina and Rebekah Ogimachi

**Topic Summary:** The Department is bringing forward temporary rules for adoption to align OAR 581-022-2307 with HB 2453 related to District Equity Committees. HB 2453 has made changes to how District Equity Committees operate, and districts are required to have these committees in place now. Permanent rulemaking over the next several months will involve more in-depth opportunities for engagement.

## **ODE Education Equity**

### **Stance**

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

## **BACKGROUND AND NEED**

*Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.*

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

District Equity Committees are meant to help school leaders identify what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved.

The original authorizing legislation for District Equity Committees was passed in 2021 ([Senate Bill 732](#)) and requires each school district to establish an Educational Equity Advisory Committee, or District Equity Committee. Complementary rules were then adopted in [OAR 581-022-2307](#), making District Equity Committees a Division 22 requirement.

District Equity Committees must be composed of parents, students, staff and community members and must be primarily representative of underserved student groups. The committees’ responsibilities include advising the superintendent on educational equity impacts of policies and informing the superintendent when a school-based situation arises that

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specifically impacts underrepresented students and advising on how best to address that situation.

Committees have the option to prepare an annual report on the successes and challenges the school district has experienced in meeting the educational equity needs of students in the school district, recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendations.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

[House Bill 2453](#) (2025) amends [ORS 329.711](#). It states that The State Board of Education shall adopt any rules necessary for the administration of this section.

- 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

In 2021, the Oregon Legislature passed Senate Bill 732, amending Oregon Revised Statutes (ORS) 328.542 and 329.095 and requiring each school district to establish an Educational Equity Advisory Committee (or District Equity Committee). The State Board of Education supported this law as a *meaningful avenue for every school district to benefit from the strengths and leadership within its community* and to *codify an expectation for how school districts are governed in relationship to their community and how the community can lead and offer counsel and insights to school districts*.

In 2022, the Board adopted complementary rules to Senate Bill 732 (2021) in OAR 581-022-2307. These rules made District Equity Committees a Division 22 requirement.

- 4. Why is this item coming before the Board now?**

The Department is pursuing temporary rule changes to align OAR 581-022-2307 with the updated statute as of HB 2453's passage. Whereas District Equity Committees were previously advisory to both the superintendent and the school board, HB2453 makes them advisory to the superintendent only. An important impact of this change is that District Equity Committees are now no longer subject to public meeting law requirements. Additionally, the superintendent now holds formal responsibility for selecting committee members, as HB 2453 removes the requirement for board approval.

The reasoning for bringing forward temporary rules is because districts are required to have these committees established now. The majority of Oregon school districts are required to first convene their District Equity Committee by September 15, 2025. For the ten school districts

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with an extended average daily membership (ADMw) of more than 10,000 students this requirement has been in effect since September 2022. Adoption of temporary rules is the fastest way to make the updated requirements for District Equity Committees as clear as possible for districts.

### 5. Who requested or brought about the need for this item? (Select all that apply.)

- ODE Staff
- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon's nine federally recognized tribes: \_\_\_\_\_
- Other: \_\_\_\_\_

### ENGAGEMENT STRATEGY AND LEARNINGS

*The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.*

### 6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

All Oregon school districts will be impacted by the changes HB 2453 makes to how District Equity Committees operate. At this point in temporary rulemaking, we are aligning the language in administrative rule to be consistent with the updated statute. This will help give all districts clarity about what is immediately required of them.

The Equity Decision Tree informs how we are planning deeper engagement with school, district ESD leaders and community partners to shape permanent rule amendments to OAR 581-022-2307. It is in permanent rulemaking that more substantive rule changes can be considered.

We know Oregon has diverse regions and school districts, which vary by size, distance, and population and two-thirds are predominantly rural or small districts. Therefore, with great

## Oregon State Board of Education Docket



intentionality, we will reach out to diverse community partners for input on rules and lessons learned from early implementation of District Equity Committees.

7. **After consulting with ODE’s Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon’s nine federally recognized tribes? (For more information, please reference ODE’s [Tribal Consultation Toolkit](#).)**

- No
- Yes – Both Consultation and Communication.
- Yes – Only Communication.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon’s students, or otherwise contribute to the climate of Oregon’s school systems? If so, please select from the below list.**

- N/A; this item does not intersect with other state entities.
- Oregon Health Authority (OHA)
- Department of Early Learning and Care (DELIC; formerly ELD)
- Educator Advancement Council (EAC)
- Higher Education Coordinating Commission (HECC)
- Youth Development Oregon (YDO)
- Teacher Standards and Practices Commission (TSPC)
- Oregon Housing and Community Services (OHCS)
- Other: \_\_\_\_\_

**If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.**

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

- Northeast Oregon
- Central and Southeast Oregon
- Southwest Oregon
- Willamette Valley and Central Coast
- Northwest Oregon
- Tribal lands
- Other: \_\_\_\_\_

**Why did your office/team focus on the above geographical perspective(s)?**

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In arriving at these temporary rules, we had a limited window for engagement and did targeted outreach to ESDs and districts who ODE has previously partnered with on early District Equity Committee implementation. This was in an effort to give partners from varied size and geographically located districts and ESDs the opportunity to give early feedback on our temporary rules. We will engage in more robust engagement with a broader representation of partners as part of permanent rulemaking.

**10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

Feedback from early engagement on temporary rules has affirmed that our temporary rule changes align with updated statute and that our partners are interested in further engagement opportunities as we pursue permanent rulemaking.

Through the Ongoing Rules Community Advisory, some concerns have been raised about the impact of the updates to statute, with some community partners expressing a desire to see more specificity in rule requiring the committee membership selection process to be transparent and inclusive of more perspectives than just the superintendent. These more substantive changes will be a part of what we explore further in permanent rulemaking.

**11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

No additional engagement is planned on these temporary rules, but more robust opportunities for engagement will take place prior to the first reading of permanent rules to replace these temporary rules.

### **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

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*Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.*

**12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

No

Yes; please review Appendix B: Grant Consolidation below.

**13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

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No fiscal impacts are anticipated. The administrative demands of establishing a District Equity Committee could be lessened by the changes that HB 2453 makes and these temporary rules reflect because fewer bodies need to approve committee membership and the removal of public meeting law applicability will likely ease existing challenges to recruiting committee members.

**14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

No

### EQUITY IMPACT ANALYSIS

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*The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.*

**15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

The intent of District Equity Committees is to help school leaders identify what helps or hinders the success of students who Oregon's educational systems have historically excluded, impacted, marginalized, or underserved. This is done through the elevation and inclusion of local voices (including students, families, staff, and community members) assessing the impacts of school district policies. HB 2453's changes address feedback from district leaders across Oregon about public meeting law's impacts on community members feeling safe to participate in District Equity Committees and engage in sensitive discussions where they are asked to draw on their personal experiences. The changes that HB 2453 makes and these temporary rules reflect reinforce the original legislative intent to make it easier for community members who are representative of students historically excluded, marginalized, or underserved to inform decisions that impact student success.

**16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

School district staff are one of the required groups for District Equity Committee membership. It is important that staff, particularly those who have been and continue to be systemically marginalized, feel they could participate in a District Equity Committee without risking their safety or employment, or coming under public scrutiny for speaking to their experiences. The changes made by HB 2453 and reflected by these temporary rules can reduce barriers staff feel to participating in a District Equity Committee.

## Oregon State Board of Education Docket

- 17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

The Board's adoption of these temporary rules would provide clarity for districts in their implementation of District Equity Committees. Clear implementation of District Equity Committees would provide a strong avenue for students, parents, district staff, and community members to advise district-level decisions and understandings about what helps or hinders student success, particularly students who Oregon's educational systems have historically excluded, impacted, marginalized, or underserved.

- 18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Without passing updated rules, the administrative rules guiding implementation of District Equity Committees does not align with the authorizing statute for District Equity Committees. This would lead to confusion for districts about the requirements for District Equity Committees and impede District Equity Committee implementation.

### RECOMMENDED ACTION

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*The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.*

- 19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The proposed temporary rule amendments include the following:

- Removal of District Equity Committee responsibility to advise and inform the school board (now only advising and informing the superintendent)
- Removal of the requirement for school board to participate in selection of and approval of District Equity Committee membership
- Removal of the initial deadlines for establishing a District Equity Committee that have now passed
- Minor technical or wording changes for clarity that are not related to content

There are no additional decisions within this language we are asking the Board to make.

- 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?**

This language is responsive to a need to align administrative rule to updated statute.

**21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department’s commitment to academic excellence, belonging and wellness, and reimagining accountability.**

We are recommending adoption of temporary rule changes to OAR 581-022-2307, which will clarify the requirements of a District Equity Committee for school districts, in accordance with HB 2453 amendments to statute. These clarifications will strengthen the basis for District Equity Committee implementation. District Equity Committees are a tool for greater inclusion of community voice (including students and families) in conversations and decisions about what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved.

**22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: \_\_\_\_\_

**23. Has this item changed since the last Board meeting?**

- N/A; this item has not previously been before the Board
- No; same as last month
- Yes; please review Appendix A: Second Reading below.

## OAR [581-022-2307](#)

### Educational Equity Advisory Committees

(1) The following definitions apply to Oregon Administrative Rule 581-022-2307:

(a) "Parent" means one or more of the following persons:

(A) A biological or adoptive parent of a student;

(B) A foster parent of a student[,];

(C) A legal guardian, other than a state agency;

(D) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom a student lives, or an individual who is legally responsible for a child's welfare; or

(E) A surrogate parent who has been appointed in accordance with OAR 581-015-2320, for school-age children, or 581-015-2760 for preschool children.

(b) "Student" means a school-aged individual.

(c) "Community Member" means:

(A) a representative of a community-based organization that serves the local community;

(B) a representative of a culturally specific organization that serves the local community;

(C) a representative of an organization that regularly partners with the school district to network resources and assist students in meeting state and local standards, and prepare students for post high school transitions; or

(D) a resident of the local community capable of representing underserved community voices.

(d) "Underrepresented" refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded [*and*] **from or have** proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.

(e) "Underserved" refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.

(2) There shall be established at each school district an educational equity advisory committee.

*[(a) For school districts with an average daily membership of 10,000 or more, the school district is required to first convene an educational equity advisory committee by September 15, 2022.*

*[(b) For school districts with an average daily membership of 10,000 or less, the school district is required to first convene an educational equity advisory committee by September 15, 2025.]*

(3)(a) An educational equity advisory committee shall be selected by the *[school district board and]* school district superintendent and must be composed of parents, employees, students and community members from the school district.

(b) The school district superintendent is responsible for coordinating the member nomination process and *[proposing finalists to the school district board.*

*[(c) The school district board is responsible for]* appointing members *[from those proposed by the superintendent, and]* ensuring that membership is primarily representative of underserved student groups.

*[(d)c]* For the purpose of selecting members, the *[school district board and]* school district superintendent:

(A) May not deny members based on language;

(B) May not deny members based on immigration status;

(C) May not deny members based on protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;

(D) May not appoint a voting member of the school board or *[the school district superintendent]* **themselves** to an educational equity advisory committee; and

(E) Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

(e) The *[school district board and]* school district superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments.

(f) The school district board, in consultation with the *[educational equity advisory committee]* **superintendent**, must select at least one member of the educational equity advisory committee to serve on the school district budget committee. A budget committee is not required to include a member of the educational equity advisory committee of the school district until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

(g) Each school district, in consultation with the educational equity advisory committee, is required to provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not

limited to, access to district-managed emails, translation and interpretation services, and relevant public meeting and security trainings.

(4) The duties of an educational equity advisory committee shall include:

(a) Advising the [*school district board and the*] school district superintendent about the educational equity impacts of policy decisions; and

(b) Informing the [*school district board and*] school district superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the [*board and*] superintendent on how best to support. **Examples include but are not limited to:**

(A) Informing the [*school district board and*] school district superintendent when a situation arises in a school of the school district that negatively impacts underrepresented students, and advising the [*board and*] superintendent on how best to handle that situation.

(B) Informing the [*school district board and*] school district superintendent when a situation arises in a school of the school district that positively impacts underrepresented students, and advising the [*board and*] superintendent on how best to replicate within the district.

(C) Considering whether such situations are unique to the school or indicative of a district-wide trend, and advising on how best to handle that trend.

(5) **In addition to the duties outlined in section (4) of this rule, an educational equity advisory committee may:**

(a) [*An educational equity advisory committee may*] Consider topics that the educational equity advisory committee deems critical to its ability to represent and elevate educational equity impacts to student experience in the district.

(b) [*An educational equity advisory committee may*] Consider topics submitted by the school district board and school district superintendent.

(c) [*An educational equity advisory committee may*] Select a single member to serve as an advisor to the [*school district board*] **school district superintendent**, for the purpose of providing updates and acting as a liaison between the educational equity advisory committee and the [*school district board and school district superintendent*] **district**.

(d) [*An educational equity advisory committee may*] Prepare an annual report that:

(A) Includes, but is not limited to the following information:

(i) The successes and challenges the school district has experienced in meeting the educational equity needs of students in the school district; and

(ii) Recommendations the committee made to the [*school district board and*] school district superintendent, and the actions that were taken in response to those recommendations;

**(B) Is shared with the school district board:**

**(i) By the school district superintendent; and**

**(ii) If requested by the school district board, as a presentation by the committee or committee representative at a school district board meeting.**

**([B]C) Is made available by being:**

**(i) Distributed to the parents of the students of the school district;**

**(ii) Posted on the school district's website; and**

***[(iii) Presented to the school district board in an open meeting with adequate opportunity for public comment; and]***

***[(iv)]iii) Sent to the State Board of Education.***

**([e]6) The Oregon Department of Education shall review all submitted reports and annually prepare a summary for the State Board of Education. Members of the State Board of Education shall have access to all submitted reports.**

Statutory/Other Authority: ORS 329.711

Statutes/Other Implemented: ORS 329.711

History:

ODE 39-2022, adopt filed 06/24/2022, effective 06/24/2022



# District Equity Committees HB 2453 (2025) Bill Implementation

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Cassie Medina (she/her) and Rebekah Ogimachi (she/her)

Office of Education Innovation and Improvement

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# District Equity Committees: An Overview

- **Senate Bill 732** (2021) requires each school district to establish an Educational Equity Advisory Committee (or District Equity Committee)
  - OAR 581-022-2307 makes these committees a **Division 22 requirement**
- **Committee membership** must include parents, students, staff, and community members
  - Must be primarily representative of underserved student groups
- **Committee responsibilities** include:
  - Advising the superintendent on educational equity impacts of policies
  - Inform the superintendent when a school-based situation arises that specifically impacts underrepresented students and advise on how best to handle
- A district must include at least one member of the District Equity Committee on the **budget committee**
- Committees may prepare an **annual report** to be publicly posted and shared

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# District Equity Committees: Legislative Context

- House Bill 2453 (2025) made substantial changes to how District Equity Committees operate:
  - **Advisory Role:** Committees now advise the superintendent, not the school board.
  - **Public Meeting Law:** Committees are no longer subject to public meeting requirements
  - **Membership Selection:** The superintendent now selects committee members; board approval is no longer required
- OAR 581-022-2307 needs to be amended to align with current statute

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# District Equity Committees: Justification for Temporary Rules

- District Equity Committees were required to be in place by September 15th
  - Current rules are not consistent with current statute
- HB 2453 addresses concerns around public meeting law
  - District Equity Committees need to be able to have community representation
  - Safety and confidentiality of committee members

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# District Equity Committees: Engagement Efforts

- Early engagement included:
  - District and ESD partners who have previously engaged with ODE around early implementation of District Equity Committees
  - COSA and OSBA
  - Ongoing Rules Community Advisory
- More robust engagement as part of permanent rulemaking
  - Aiming for adoption of permanent rules in early Spring

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# District Equity Committees: Early Feedback Themes

- Membership process clarity
- Naming shared responsibility across the district
- Concern about budget committee membership requirement

*Concerns around the “sole” responsibility falling to superintendent. Can we clarify in rule it is not “sole”? It needs to be very clear what the process is for membership*

- ORCA member representing a Community Based Organization

*What flexibility is there available for folks who are unable to also serve on a budget committee?*

- Superintendent

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# District Equity Committees: Summary of Rule Changes (OAR 581-022-2307)

- **Temporary rule change is focused on alignment to current law:**
  - Remove District Equity Committee responsibility to advise and inform the school board (now only advising and informing the superintendent)
  - Remove requirement for school board to participate in selection of and approval of District Equity Committee membership
  - Remove initial deadlines for establishing a District Equity Committee that have now passed
  - Minor technical or wording changes for clarity that are not related to content
- **Seeking temporary rule adoption with an effective date of October 1, 2025**

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## Summary

**Meeting Date:** 9/18/2025

**Title:** State School Fund and Statewide Education Initiatives Account Fund Calculation for Recovery School OAR Revision

**Status:** Adoption (no changes)

**Presentation:** Yes

**Key Staff:** Please enter your answer here

**Topic Summary:** Revisions to the fund calculations for Approved Recovery Schools to ensure alignment with statute and practical administration.

## ODE Education Equity

### Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

## BACKGROUND AND NEED

*Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.*

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

Oregon Approved Recovery Schools are high schools designed specifically to educate and support students ages 14-21 in recovery from substance use or co-occurring mental health challenges. These schools are approved to operate by a contract with the Department and are operated by education service districts, school districts, or public charter schools. Approved recovery schools:

- **Meet state requirements** for awarding a diploma
- **Offer enrollment** to qualifying students regardless of their district
- **Accept students** with or without residential treatment experience
- **Achieve accreditation** from the Association of Recovery Schools
- **Provide a substance-free environment** and peer support services
- **Work with students** on a program of recovery
- **Provide mental health and recovery specialists**, mentors and clinicians on a daily in-person basis

# Oregon State Board of Education Docket



There are currently three approved recovery schools operating in the state.

1. Discovery Academy in Salem
2. Harmony Academy in Lake Oswego
3. Rivercrest Academy in Portland

Approved recovery schools are funded with a mix of State School Funds (SSF) and funds from the Statewide Education Initiatives Account (SEIA). Allocations from the SSF are based on the school’s ADMw. Funds from the SEIA are intended to supplement what the school receives from the SSF to cover the actual operating costs to educate students.

The State Board of Education has adopted standards for the operation and administration of Oregon’s Approved Recovery Schools including the rules on allocation calculation and distribution. As a new program entering the second year of implementation, the Department is continuing to improve the standards based on feedback and experience operationalizing the program.

**2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

HB 2767 (2023); ORS 336.680, Ors 336.685, and ORS 327.029

**3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

The State Board initially approved the standards for approved recovery schools in April 2024.

**4. Why is this item coming before the Board now?**

The new program statutes have proven difficult to implement as written. Previous rules attempted to solve conflicts within statute. As part of the rulemaking process:

- The Secretary of State transmits all adopted, amended, and repealed rules to the Office of Legislative Counsel; and
- Legislative Counsel determines whether the adoption, amendment, or repeal is within the scope of the enabling legislation.

Pursuant to this process, Legislative Counsel informed ODE that the SSF distribution formula as written is not within the scope of the law.

We are bringing temporary OAR to State Board now to better align with statute and intent and because new allocations need to be updated for 25-26 school year.

**5. Who requested or brought about the need for this item? (Select all that apply.)**

- ODE Staff

# Oregon State Board of Education Docket



- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon’s nine federally recognized tribes: \_\_\_\_\_
- Other: \_\_\_\_\_

## ENGAGEMENT STRATEGY AND LEARNINGS

*The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon’s nine federally recognized Tribes, other state agencies, and external partners.*

**6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

Department staff have engaged with the Recovery Schools Advisory Committee which represents those with experience in establishing or operating recovery schools, local public health or mental health authorities or providers, families of a student recovering from a substance use disorder, students with lived experience in a recovery schools and representatives from the Youth Development Division, the Alcohol and Drug Policy Commission, and the Oregon Health Authority.

Additionally, the Department has engaged with each of the approved recovery schools, COSA, OSBA, OAESD, and OASBO.

The temporary OARs were presented to the Ongoing Rules Community Advisory (ORCA) on September 4, 2025.

**7. After consulting with ODE’s Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon’s nine federally recognized tribes? (For more information, please reference ODE’s [Tribal Consultation Toolkit](#).)**

- No

## Oregon State Board of Education Docket

- Yes – Both Consultation and Communication.
- Yes – Only Communication.

**8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon’s students, or otherwise contribute to the climate of Oregon’s school systems? If so, please select from the below list.**

- N/A; this item does not intersect with other state entities.
- Oregon Health Authority (OHA)
- Department of Early Learning and Care (DELIC; formerly ELD)
- Educator Advancement Council (EAC)
- Higher Education Coordinating Commission (HECC)
- Youth Development Oregon (YDO)
- Teacher Standards and Practices Commission (TSPC)
- Oregon Housing and Community Services (OHCS)
- Other: \_\_\_\_\_

**If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.**

While these OARs do not directly impact or intersect with other state entities, the Department is closely partnering with other state agencies and behavioral health agencies to support approved recovery schools across the state.

**9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

- Northeast Oregon
- Central and Southeast Oregon
- Southwest Oregon
- Willamette Valley and Central Coast
- Northwest Oregon
- Tribal lands
- Other: \_\_\_\_\_

**Why did your office/team focus on the above geographical perspective(s)?**

Oregon’s first three approved recovery schools are located in Multnomah, Clackamas, and Marion Counties. However, the intent of the legislation is for schools to be established in geographically diverse regions to ensure access to communities across the state. The Department is continuing to support and partner with representatives in each region.

## Oregon State Board of Education Docket

- 10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

Feedback on the temporary OARs has been supportive. Generally, input has focused on how to increase the support for approved recovery schools and continue establishing new schools in other regions of the state. Further expansion is dependent on continued investment from the Legislature. The temporary OARs do not adjust the total amount of funding available to approved schools or the amount each school will receive.

- 11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

Activities are described above.

### **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

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*Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.*

- 12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

No

Yes; please review Appendix B: Grant Consolidation below.

- 13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

No.

- 14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

No.

### **EQUITY IMPACT ANALYSIS**

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*The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global*

## Oregon State Board of Education Docket



environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

**15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Adopting the amended OARs will allow the Department to continue administering allocations for the approved recovery schools.

**16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

Adopting the amended OARs will allow the Department to continue administering allocations for the approved recovery schools.

**17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

Adopting the amended OARs will allow the Department to continue administering allocations for the approved recovery schools.

**18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Adopting the amended OARs will allow the Department to continue administering allocations for the approved recovery schools.

### **RECOMMENDED ACTION**

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*The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.*

**19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The Department is requesting an amendment to existing OAR language regarding the calculation of allocations for approved recovery schools. Please see the attached draft for the specific language.

# Oregon State Board of Education Docket



**20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board’s Mission, Vision, and Values](#)?**

The proposed amendments ensure alignment with statute and support practical administration.

**21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department’s commitment to academic excellence, belonging and wellness, and reimagining accountability.**

The proposed amendments ensure alignment with statute and support practical administration.

**22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: \_\_\_\_\_

**23. Has this item changed since the last Board meeting?**

- N/A; this item has not previously been before the Board
- No; same as last month
- Yes; please review Appendix A: Second Reading below.

## APPENDIX A: SECOND READING

*Appendix A should only be completed if “yes” is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.*

**1. Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

Please enter your answer here

**2. Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

# Oregon State Board of Education Docket



Please enter your answer here

- 3. Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

Please enter your answer here

- 4. Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

Please enter your answer here

## **APPENDIX B: GRANT CONSOLIDATION**

*Appendix B should only be completed if “yes” is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.*

- 1. Please indicate which of the following underlying processes are required for this grant program.**

- Conduct a needs assessment
- Gather and provide additional data
- Submit an application to ODE
- Submit a report to ODE
- Submit a plan to ODE
- Submit a budget to ODE
- Conduct community engagement
- Other: \_\_\_\_\_

- 2. How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

Please enter your answer here

- 3. How are the grant requirements differentiated for small and rural school districts?**

Please enter your answer here

## OAR 581-030-04100

### State School Fund and Statewide Education Initiatives Account Fund Calculation for Approved Recovery Schools

(1) *[The amount of the distribution from the State School Fund shall be equal to the product of the Recovery School Program ADM times 2.0 times Statewide Average General Purpose Grant per ADMw.]* **For purposes of OAR 581-030-4000, the amount of the distribution from the State School Fund (SSF) shall be equal to the product of the Recovery School Program ADMr plus any weights attributable to students in the Recovery School Program as authorized under the laws of this state, times the General Purpose Grant rate per ADMw of the school district where the school is located.**

(2) Based on estimates of the distribution calculated in subsection [(c)] (1) of this rule, funds shall be transferred to the Recovery School Program, approximately 35 percent on the 15th day of each of the months of July and October, 15 percent on the 15th day of January, and the balance on April 15.

(3) Adjustments to reflect actual Recovery School Program ADM and the actual [*Statewide Average*] General Purpose Grant per ADMw shall be made on May 15 of the subsequent fiscal year.

(4) For the allocations made from the State Education Initiative Account (SEIA), a Recovery School shall receive a Minimum Basis of funding, which will provide a portion of the balance of resources not provided by the SSF for actual cost for providing education to students, to the greatest extent practicable. If the amount from the SSF exceeds the Minimum Basis, then additional resources from the Minimum Basis won't be necessary.

(5) For any remaining SEIA funds after the Minimum Basis is established for each Recovery School, the SEIA Formula Balance will apply an equitable proration using the ADMw of each school. This amount will be in addition to the Subtotal Funding of both the SSF portion and the Minimum Basis portion. This becomes Total Funding, which represents the SSF portion plus the SEIA portion plus the SEIA Formula Balance.

(6) A reserve will be established in the preliminary payments of the SEIA funds at the discretion of the Recovery School program administrator until final reconciliation in the following year. This is intended to provide positive cash flow and help with smoothing in the netting of reconciliation payments.

(7) Any remaining funds allocated to approved recovery schools from the SSF and the SEIA Account shall remain with the Department of Education and shall be adjusted in the year following the distribution to reflect the actual ADMw of student in the approved recovery schools in the same manner as for school districts under ORS 327.101.



## **OAR 581-030-4100: State School Fund and Statewide Education Initiatives Account Fund Calculation for Approved Recovery Schools**

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# Approved Recovery Schools Overview

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**Recovery high schools** are designed specifically to educate and support students ages 14-21 in recovery from **substance use** and **co-occurring mental health challenges**.

Recovery high schools **must**:

- **Meet state requirements** for awarding a diploma
- **Offer enrollment** to qualifying students regardless of their district
- **Accept students** with or without residential treatment experience
- **Achieve accreditation** from the Association of Recovery Schools
- **Provide a substance-free environment** and peer support services
- **Work with students** on a program of recovery
- **Provide mental health and recovery specialists**, mentors and clinicians on a daily in-person basis



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# Approved Recovery Schools Overview (continued)

- Operated by ESDs, School Districts, or Public Charter Schools
- Approved by ODE
- Limited Number: Up to Nine (9) Recovery Schools total.
- Geographically accessible to students in Oregon
- Funded from a mix of SSF and SEIA funds



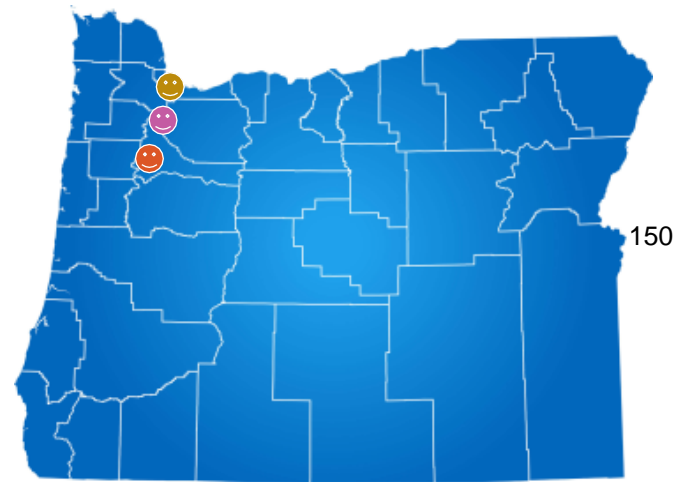
**Rivercrest Academy - Portland, OR**



**Harmony Academy - Lake Oswego, OR**



**Discovery Academy - Salem, OR**



# Statutory Context

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HB 2767 (2023) established the new Recovery Schools to be funded as part of the Statewide Education Initiatives Account in the Student Success Act and the State School Fund (SSF).

The intent is for approved recovery schools to receive a **base level of funding from the SSF** based on ADMw. Because the small schools are intended to be comprehensive high schools that also provide recovery support services, additional funding from the **SEIA is designed to supplement** the SSF to cover the **actual costs of educating students** in recovery schools.

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Recovery school statute points to multiple components of the State School Fund statute that have proven difficult to implement at a school level for the Recovery School Program calculations.

# Challenges and Early Solution

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## Challenges:

1. Ties approved recovery schools to school districts. However, funding needs to be calculated separately since recovery school students are not attributed to the district where they are located.
2. The weights listed in ORS 327.013 include district-level weights which cannot be attributed to a school.

## Original OAR Proposed Solution:

1. Use Statewide Average Rate vs different district rates
2. Apply a 2.0 Weight for all students to simplify calculations and align with other programs with special SSF grants

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# Justification for Amendments

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New program implementation statutes are difficult to implement as written, previous rules attempted to solve conflicts within statute.

As part of the rulemaking process:

- The Secretary of State transmits all adopted, amended, and repealed rules to the Office of Legislative Counsel; and
- Legislative Counsel determines whether the adoption, amendment, or repeal is within the scope of the enabling legislation.
- Pursuant to this process, Legislative Counsel informed ODE that the SSF distribution formula as written is not within the scope of the law.

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We are bringing temporary OAR to State Board now to better align with statute and intent and because new allocations need to be updated for 25-26 school year.

# Summary of Changes

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## **Amendments:**

1. Clarify weights attributed to students only
2. Using the school district rate where the recovery school is located

## **Future Legislative Fixes for 2026 or 2027:**

1. Use Statewide Average Rate
2. Clarify weighting, either flat rate or student weights only

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# Summary of Changes - Proposed Amendment

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## **OAR 581-030-4100 State School Fund and Statewide Education Initiatives Account Fund Calculation for Approved Recovery Schools**

(1) *[The amount of the distribution from the State School Fund shall be equal to the product of the Recovery School Program ADM times 2.0 times Statewide Average General Purpose Grant per ADMw.]* **For purposes of OAR 581-030-4000, the amount of the distribution from the State School Fund (SSF) shall be equal to the product of the Recovery School Program ADM<sub>r</sub> plus any weights attributable to students in the Recovery School Program as authorized under the laws of this state, times the General Purpose Grant rate per ADM<sub>w</sub> of the school district where the school is located.**

# Timeline



April 2024 - SBE Adoption of original OARs

September 2024 - First approved recovery school opens

August-September 2025 - Engagement with Recovery Schools Advisory Committee, approved recovery schools, education partners, and ORCA.

September 18, 2025 - State Board consideration of temporary OARs

January - March 2026 - Permanent rulemaking

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# Manual changes for 2025-26

## Test Administration Manual

- Moved reference information from Section 1 to newly created Appendix E. Appendix E is optional for all users and may be consulted as needed.
- Added Local Performance Assessment Manual and Early Proficient guidance to required reading list for DTCs.
- Continued integration of the SEED Survey.
- Updated definition of “allowable” test supports and added an example.
- Added two references to [Executive Order 25-09](#).
- Added information to Section 10.0 about entering and correcting domain exemptions.
- Eliminated Full Log-In Directions (replaced with Paraphrased Log-In Directions). Minor changes to TA scripts.
- Added information on printing score reports using a student’s asserted name to Appendix C.
- Streamlining and clarification throughout as necessary and feasible.

## Oregon Accessibility Manual

- Added language to section 1.0 Introduction that encourages districts to provide students the opportunity to practice using accessibility supports prior to summative test administration.
- Removed embedded universal tool Amplification from the OAM. Neither the general nor extended test delivery system includes volume controls for embedded audio. Students may use physical volume buttons on their devices to control embedded test audio.
- Added universal tool dyslexia-friendly font to the OAM.
- Navigation language is now available for Mathematics, Science, and SEED Survey in addition to previous availability on Alt ELPA, ELA, ELPA Screener, and ELPA Summative.
- 100s number table is now allowable on Mathematics as a designated support. A Braille version is now available.
- Designated support communication device has been renamed communication system. The description and recommendations for use have also been updated to clarify allowable use on tests.
- Multiplication table is now allowable on Mathematics as a designated support. A Braille version is now available.
- Additional details were added to the description of abacus to clarify allowable tools.
- Additional details were added to the description of amplification devices to clarify how students can adjust the volume of embedded audio.
- Additional details were added to the description of dictation (speech-to-text) about minimizing disruption in the testing environment.
- Added new language, Arabic, now available on the SEED Survey.

- System options for Line reader have been updated from [On/Off] to [On without masking/ On with masking/ Off].
- Additional details were added to the description of manipulatives to clarify what is allowable as a number rack.
- Additional details were added to the description of scratch paper to clarify what should be provided and what type of paper is appropriate.
- Additional details were added to the description of scribe to clarify that students may dictate with an AAC or AT device.
- Additional details were added to the description of speech-to-text (STT) software about minimizing disruption in the testing environment.
- Additional details were added to the description of verbal description of graphics for the Alt ELPA to clarify where descriptions are provided and how they must be read.
- System options for Audio playback speed were removed. This setting may not be turned off in the TA interface.
- System options for Dynamic color choices were removed. TAs will no longer be able to turn off Color choices in the TA interface.

#### [SEED Survey Administration Manual](#)

- Changed the end date for submitting invalidation requests to ODE from July 1, 2026 to June 19, 2026.

## **581-022-2100**

### **Administration of State Assessments**

(1) Definitions. As used in this rule:

(a) “Accommodations” means changes in procedures or materials that increase equitable access during assessment and generate valid assessment results for students who need them, allowing these students to show what they know and can do. Accommodations are available only to students with a documented Individualized Education Program (IEP) or Section 504 (Plan).

(b) “Designated supports” means access features of the assessment available for use by any student for whom the need has been indicated by an educator, or a team of educators with parent/guardian and student.

(c) “District test coordinator” (DTC) means district personnel who ensure secure administration of components of the Oregon Statewide Assessment System as defined by Oregon Revised Statute, Administrative Rules, and the Test Administration Manual, including but not limited to supervising the work of the school test coordinators and test administrators.

(d) “Force majeure” means an extraordinary circumstance (e.g., power outage or network disturbance lasting at least one full school day) or act of nature (e.g., flooding, earthquake, volcanic eruption) which directly prevents a school district from making reasonable attempts to adhere to the Test Schedule.

(e) “Impropriety” means the administration of components of the Oregon Statewide Assessment System in a manner not in compliance with the Test Administration Manual, Oregon Revised Statute, or this rule.

(f) “Invalidation” means the act of omitting information (e.g. test results and student responses) from ODE systems, including but not limited to testing, reporting, and accountability, for a given event. The student may not retest or reenter information.

(g) “Irregularity” means an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the assessment or interpretation of the students’ scores. A force majeure is an example of a severe irregularity.

(h) “Modification” means practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment.

(i) “Universal Tools” means access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

(j)(A) "Oregon Statewide Assessment System" means:

(B) Statewide assessment components, including formative resources, interim tests, summative tests (general and alternate versions), and surveys, in:

(i) Science;

(ii) Mathematics;

(iii) English Language Arts (ELA);

(iv) English Language Proficiency (ELP);

(v) The Student Educational Equity Development (SEED) Survey as required by ORS 329.078; and

(vi) The information gathering process at kindergarten as required in OAR 581-022-2130.

(k) "Reset" means the removal of student responses for a given assessment event. The student may retest or reenter information.

(l) "School building" means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.

(m) "School district" means:

(A) A school district as defined in ORS 332.002;

(B) The Oregon School for the Deaf;

(C) The Juvenile Detention Education Program as defined in ORS 326.695;

(D) The Youth Corrections Education Program as defined in ORS 326.695;

(E) The Long Term Care Program as defined in ORS 343.961; and

(F) The Hospital Education Programs as defined in ORS 343.261.

(n) "School test coordinator" (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.

(o) "Test Administration Manual" means a manual published annually by ODE that includes descriptions of the specific policies and procedures that school districts are required to follow when administering any component of the Oregon Statewide Assessment System. References to the Test Administration Manual refer to the edition in effect at the time of test

administration and include appendices and any addenda published in accordance with ODE's revision policy.

(p) "Test administrator" (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.

(q) "Test Schedule" means the Test Schedule published annually by ODE that includes the windows in which school districts must offer their students components of the Oregon Statewide Assessment System.

(2)(a) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district.

(b) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all resident students enrolled in a private alternative education program, regardless of whether the private alternative education program is located within the boundaries of the school district.

(c) The Oregon School for the Deaf must enforce the assessment policies described in this rule for all students enrolled in that school.

(d) The Juvenile Detention Education Program and the Youth Corrections Education Program must enforce the assessment policies described in this rule for all students enrolled in that program.

(e) The Long Term Care Program and the Hospital Education Programs must enforce the assessment policies described in this rule for all students enrolled in that program.

(f) School districts may delegate responsibility for enforcing the assessment policies described in this rule to another school district or education service district under the conditions specified in the Test Administration Manual.

(3) School districts must administer components of the Oregon Statewide Assessment System in accordance with the Test Administration Manual, SEED Administration Manual, and Test Schedule published by ODE. The results of these assessments are used to satisfy the requirements specified in OAR 581-022-2270, OAR 581-022-2250, and ORS 329.078 and as a method to evaluate compliance with OAR 581-022-2030.

(4)(a) Components of the Oregon Statewide Assessment System must be administered in an environment that satisfies conditions defined in the manuals, rules, and statutes pertaining to that assessment.

(b) School districts must provide only those subject-specific accommodations, designated supports, and universal tools listed in the Oregon Accessibility Manual and must provide these supports in a manner consistent with the policies contained in the Test Administration Manual and Oregon Accessibility Manual.

(5) School districts must decide whether to provide accommodations during administration of components of the Oregon Statewide Assessment System on an individual student basis, and separately for each content area assessed, using the following criteria:

(a) For students with an Individualized Education Program (IEP) or Section 504 Plan, school districts must implement the assessment decision made by a student's IEP or 504 team and documented in the IEP or 504 Plan;

(b) School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student's IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

(6) Failure by a school district to comply with section (4) of this rule constitutes an impropriety as defined in section (1)(e) of this rule. DTCs must report all potential improprieties or irregularities to ODE within one business day of learning of the potential impropriety or irregularity in accordance with the reporting procedures contained in the Test Administration Manual.

(7) School districts must abide by ODE decisions regarding student assessment records, whether due to a test impropriety or any other circumstance bearing upon the validity of assessment results.

(8) School districts may only assess students using the alternate version of a statewide summative test if the student has an IEP indicating that the student requires alternate assessment.

(9) School districts must administer the state-adopted ELP summative test annually to all students eligible for English language development (ELD) services under the Elementary and Secondary Education Act (ESEA), regardless of whether an eligible student actually receives ELD services.

(10) Per federal requirements, administering institutions must administer a state-adopted ELP screener upon enrollment to students who would potentially meet the federal definition of an English Language Learner.

(11) The information gathering process at kindergarten is governed by OAR 581-022-2130.

**Statutory/Other Authority:** ORS 326.051, ORS 329.075 & ORS 329.078

**Statutes/Other Implemented:** ORS 329.075, ORS 329.485 & ORS 329.078

**History:**

[ODE 29-2025, amend filed 06/16/2025, effective 06/16/2025](#)

Renumbered from 581-022-0610 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 26-2015, f. & cert. ef. 12-21-15

ODE 34-2014, f. & cert. ef. 6-24-14

ODE 7-2011, f. & cert. ef. 7-1-11

ODE 7-2010, f. & cert. ef. 5-27-10

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

ODE 30-2008, f. 12-16-08, cert. ef. 12-19-08

ODE 16-2002, f. & cert. ef. 6-10-02

ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02

Reverted to 1EB 2-1985, f. 1-4-85, ef. 1-7-85

EB 14-1990(Temp), f. & cert. ef. 3-5-90

1EB 2-1985, f. 1-4-85, ef. 1-7-85



# Manuals for Administration of State Assessments: OAR 581-022-2100

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Andrea Lockard, Audrey Lingley, Ben Wolcott  
Research, Assessment, Data, Accountability, and Reporting (RADAR)  
September 18, 2025

# Refresher and Overview

OAR 581-022-2100 governs administration of statewide assessments.  
The State Board of Education approved an update to this rule in June 2025.

The rule lists:

- Tests that districts must administer
  - The rule defines who counts as a “district”
- Some (but not all) required conditions of administration
  - The rule provides some information on exceptions or special circumstances and what actions ODE might take in these cases
- Crucial for today’s topic: OAR 581-022-2100 specifically names **three manuals that regulate assessment administration**

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# Why this topic?

**There are no changes to the text of OAR 581-022-2100.**

Q: If absolutely nothing about the rule is changing, why bring it before the State Board?

A: OAR 581-022-2100 provides enforceability for the requirements detailed in three test and survey administration manuals. These three manuals are updated every year. We need annual *re-approval* of OAR 581-022-2100 by the State Board of Education to ensure that the updated requirements inherit the enforceability enjoyed by their predecessors.

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If we don't do this, then only the text of the manuals published at the time of the most recent approval of OAR 581-022-2100 will be enforceable.

# How are manuals updated?

The three manuals mentioned in the rule are:

- The [Test Administration Manual](#) (TAM)
- The [Oregon Accessibility Manual](#) (OAM)
- The [SEED Survey Administration Manual](#) (SAM)

Updates and revisions to these manuals are too numerous to list here. A short list of examples has been added to the slide notes. Change logs from each manual were also compiled and provided in the presentation package.

Updates can come from user feedback, ODE staff review, or changes to state and federal law. They increase manual readability and clarity, so that districts know exactly what they should or must do.

# Student impact

**Q: How and why does re-approving OAR 581-022-2100 matter for students?**

A: Manuals tell districts what they must and should do during test administration.

One district employee, called the District Test Coordinator, ensures that relevant district personnel, particularly Test Administrators (who directly administer the tests) know and follow the requirements.

The requirements exist to ensure secure, appropriate testing. For example, following the requirements means providing students with needed accessibility supports.

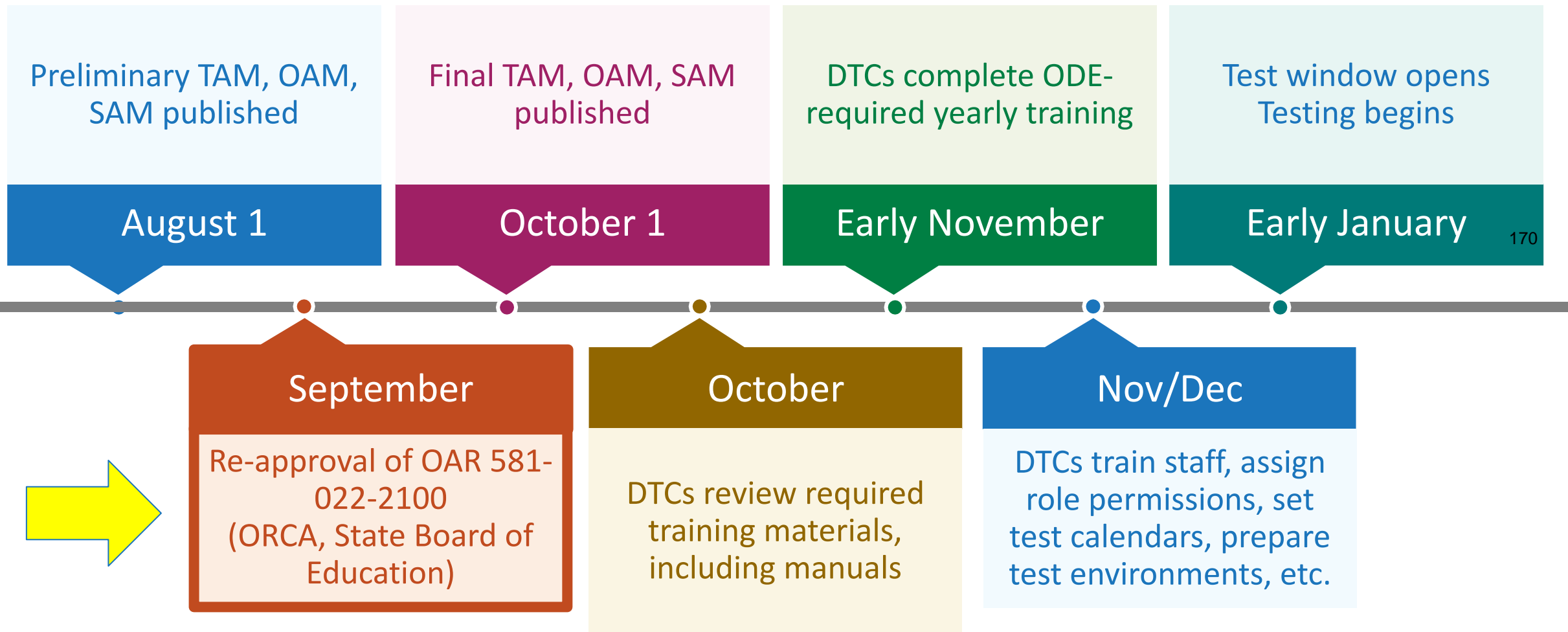
# Manual update timeline

- ODE's Assessment Team records feedback from districts, ESDs, and community members about the contents of the three manuals throughout the year.
- Assessment Team also confers internally to identify areas for revision.
- A Preliminary TAM, OAM, and SAM are published every year on or prior to **August 1**.
- A Final TAM, OAM, and SAM are published every year on or prior to **October 1**.
- District Test Coordinators have until roughly the **first weekday in November** to review these *required* training materials.
- District Test Coordinators must complete required ODE-required training in November so that they can train their test administration staff and make other associated preparations in time for the opening of the yearly test window in **early January**.

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These timelines are largely *non-negotiable*.

# Manuals update timeline (visual)



# We'll see you one more time this year

- Today's approval is a “temporary” rule.
- ODE will return later in the fall for definitive approval of the permanent rule.

Thank you for your time!

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## Summary

**Meeting Date:** 9/18/2025

**Title:** Yearly Assessment Manual Renewal

**Status:** Adoption (no changes)

**Presentation:** Yes

**Key Staff:** Andrea Lockard, Audrey Lingley, Ben Wolcott

**Topic Summary:** Each year, ODE updates important manuals that spell out requirements for test administration. OAR 581-022-2100 lists which manuals those are and specifies that districts must abide by the requirements in those manuals. ODE asks the State Board of Education to renew its approval of OAR 581-022-2100 yearly so that the most recent editions of the testing manuals have the needed regulatory force.

## ODE Education Equity

### Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

## **BACKGROUND AND NEED**

*Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.*

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

Students in Oregon public schools participate yearly in summative tests and a state-created survey. These assessments are required by both federal and state law. ODE is responsible for publishing certain test administration manuals that help implement these assessments and ensure secure, appropriate testing. One district employee, called the District Test Coordinator, uses these manuals to ensure that relevant district personnel, particularly Test Administrators, are able to successfully administer these tests. Furthermore, assessment tells us what students know and can do. This information is vital for allocating resources and improving systems.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

In June 2025, the State Board approved an update to OAR 581-022-2100. This rule names three manuals by which districts must abide: the Test Administration Manual (TAM), the Oregon

# Oregon State Board of Education Docket



Accessibility Manual (OAM), and the SEED Survey Administration Manual (SAM). These manuals are reviewed top to bottom and updated each year.

**3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

The State Board reviewed and approved updates to OAR 581-022-2100 in June 2025. The rule states that ODE is responsible for publishing the TAM, OAM, and SAM.

**4. Why is this item coming before the Board now?**

ODE updates the TAM, OAM, and SAM every year. Reapproving OAR 581-022-2100 will ensure that the rule’s manual references apply to the most current versions (which outline the most current requirements).

**5. Who requested or brought about the need for this item? (Select all that apply.)**

- ODE Staff
- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon’s nine federally recognized tribes: \_\_\_\_\_
- Other: \_\_\_\_\_

**ENGAGEMENT STRATEGY AND LEARNINGS**

*The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon’s nine federally recognized Tribes, other state agencies, and external partners.*

**6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

## Oregon State Board of Education Docket



ODE staff review the TAM, OAM, and SAM to ensure alignment with state and federal law. ODE staff also accept feedback from district staff responsible for using these manuals.

7. **After consulting with ODE’s Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon’s nine federally recognized tribes? (For more information, please reference ODE’s [Tribal Consultation Toolkit](#).)**

- No
- Yes – Both Consultation and Communication.
- Yes – Only Communication.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon’s students, or otherwise contribute to the climate of Oregon’s school systems? If so, please select from the below list.**

- N/A; this item does not intersect with other state entities.
- Oregon Health Authority (OHA)
- Department of Early Learning and Care (DELIC; formerly ELD)
- Educator Advancement Council (EAC)
- Higher Education Coordinating Commission (HECC)
- Youth Development Oregon (YDO)
- Teacher Standards and Practices Commission (TSPC)
- Oregon Housing and Community Services (OHCS)
- Other: \_\_\_\_\_

**If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.**

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

- Northeast Oregon
- Central and Southeast Oregon
- Southwest Oregon
- Willamette Valley and Central Coast
- Northwest Oregon
- Tribal lands
- Other: \_\_\_\_\_

**Why did your office/team focus on the above geographical perspective(s)?**

N/A

- 10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

ODE collects feedback from district partners throughout the year and as appropriate and feasible incorporates it into the next available manual revision. ODE also collects feedback from ESD partners, who serve as school districts' first contact for questions about the administration of assessments. ESD partners review the manuals before the preliminary versions of the manuals are published in early August.

- 11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

We are asking the Board to reapprove OAR 581-022-2100 because we are preparing to publish the final 25-26 versions of the manuals. ODE will continue to review these manuals, accept feedback from partners, and consider updates for subsequent school years.

## **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

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*Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.*

- 12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

No

Yes; please review Appendix B: Grant Consolidation below.

- 13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

No

- 14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

No

## **EQUITY IMPACT ANALYSIS**

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*The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.*

**15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Every student in Oregon will at some point participate in the statewide assessment system. Assessment data are used to make decisions that impact students across the state. Board reapproval of OAR 581-022-2100 is one step towards ensuring that districts engage in appropriate, effective assessment administration practices, which in turn ensures state assessment yields the most reliable data. ODE annually reviews these manuals and ensures that they support secure and appropriate testing for all students, including those that require certain accessibility supports.

**16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

The manuals in question tell district employees and volunteers what practices to follow when administering statewide assessments. Board action will ensure that district personnel have what they need to administer required statewide assessments and support their students during testing.

**17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

Finalizing assessment manuals is one of the first steps towards ensuring a successful assessment year.

**18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Failure to reapprove OAR 581-022-2100 means that last year's manuals will remain in effect for 2025-26. While this is not a disaster (after all, the manuals were sufficient to inform last year's testing), it does mean publishing manuals with information that has gone out of date, has become inaccurate, or was regarded by users as unclear or confusing.

### **RECOMMENDED ACTION**

*The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.*

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**19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The language of OAR 581-022-2100 has not changed from its June 2025 version.

**20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board’s Mission, Vision, and Values](#)?**

The Board approved the update to OAR 581-022-2100 in June 2025. The language of the rule has not changed during the interim, and we have no reason to believe that the Board has changed its position since that time.

**21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department’s commitment to academic excellence, belonging and wellness, and reimagining accountability.**

We recommend the State Board reapprove OAR 581-022-2100. As a reminder, this reapproval will permit publication of finalized versions of ODE’s 25-26 TAM, OAM, and the SAM.

**22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: \_\_\_\_\_

**23. Has this item changed since the last Board meeting?**

- N/A; this item has not previously been before the Board
- No; same as last month
- Yes; please review Appendix A: Second Reading below.

**581-053-0050**

**Driving and Criminal Records**

(1) The Oregon Department of Education shall review the driving record of each applicant for certification or approval as a school bus or school activity driver. Applicants who have held a driver license in a state other than Oregon anytime during the preceding three-year period may be required to furnish a copy of ~~the the~~ driving record from each state or other jurisdiction's driver licensing agency in which the applicant has held a driver license to ODE. If the driver currently holds a driver license from another state or other jurisdiction, the driving record shall be printed no more than 30 days prior to the date received by ODE.

(2) ODE shall review the criminal record of each applicant for certification or approval as a school bus or school activity driver.

(3) An applicant does not qualify as a school bus or school activity driver if the applicant:

(a) Has ever been convicted of a crime listed in ORS 342.143 (Forever Crime); or,

(b) Is currently subject to mandatory registration reporting as a sex offender in this state or any other jurisdiction; or,

(c) Has ever been convicted of a crime involving violence, threat of violence or theft. This shall not apply if the applicant or driver has been free from custody, probation and parole for the preceding three-year period from date of application; or,

(d) Has ever been convicted of a crime involving activity in drugs or alcoholic beverages. This shall not apply if the applicant or driver has been free from custody, probation, and parole for the preceding three-year period from date of application; or,

(e) Has had his or her driving privileges suspended by any state or other jurisdiction, within the preceding three-year period, for a cause involving the unsafe operation of a motor vehicle or because of driving record.

(f) Is required to use an ignition interlock device (IID).

(g) Has been convicted within the preceding three-year period of:

(A) Driving under the influence of intoxicants, as defined in ORS 813.010;

(B) Reckless driving, as defined in ORS 811.140;

(C) Fleeing or attempting to elude a police officer, as defined in under ORS 811.540;

(D) Failure to perform the duties of a driver involved in an accident or collision which results in injury or death of any person, as described in ORS 811.705; or

(E) An equivalent out of state conviction for any of the above.

(h) Has had his or her driving privileges revoked or suspended as a habitual offender under ORS 809.600. This shall not apply if applicant or driver has had his or her driving privileges restored under ORS 809.660 for the preceding three years;

(i) Has a driving record for the preceding three-year period that has an accumulation of 31 or more points based upon the following point system:

(A) Each chargeable accident shall have a value of 10 points. Applicable traffic code and preventability guidelines published by the National Safety Council and the Pupil Transportation Safety Institute may be used to determine if an accident is chargeable; and

(B) Each of the traffic violations on Table 1 shall have a value of 10 points.

(C) One point shall be subtracted from the total number of points for each full month, since the last chargeable accident or conviction, to the time of driving record check; however, all subtracted points will be reinstated if any additional qualifying convictions or chargeable accidents occur within the three-year calculation period.

[ED. NOTE: Tables referenced are available from the agency.]

**Statutory/Other Authority:** ORS 327.013 & 820.100 - 820.120

**Statutes/Other Implemented:** ORS 327.013, 820.100, 820.105, 820.110 & 820.120

**History:**

[ODE 7-2023, amend filed 03/29/2023, effective 03/29/2023](#)

ODE 40-2014, f. & cert. ef. 9-3-14

ODE 19-2012, f. & cert. ef. 6-14-12

**581-053-0220**

**School Bus Driver's Permit and Certificate**

(1) No person shall transport pupils in a school bus or a vehicle that has a capacity of more than 20 passengers and not subject to regulations promulgated by the Oregon Department of Transportation or U.S. Department of Transportation, unless such person has a valid School Bus Driver's Permit or Certificate or is a temporary driver, approved by ODE. No person shall transport pupils in a school bus of any size or type without first receiving documented instruction in its safe operation.

(2) ODE shall issue a School Bus Driver's Permit to an applicant who:

(a) Possess a valid CDL with proper endorsements for the vehicle being driven;

(b) Passes a physical examination as required in OAR 581-053-0040 Physical Examinations within six months prior to application;

(c) Passes a behind-the-wheel test administered by an ODE certified behind-the-wheel trainer within one year prior to application;

(d) Is not disqualified based on driving or criminal record as required in OAR 581-053-0050 Driving and Criminal Records;

(e) Submits an application for School Bus Driver's Permit or Certificate signed by the local supervisor certifying:

(A) The employer will:

(i) Immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050 Driving and Criminal Records;

(ii) Be in compliance with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing; and

(iii) Ensure the driver complies with all applicable OARs.

(B) The applicant demonstrates the knowledge and ability to perform the duties of a school bus driver.

(f) Completes approved behind-the-wheel training.

(A) Training shall be for a minimum of 15 hours in actual operation of the vehicle(s) that the applicant will be expected to drive, except training may be to a minimum of four hours if:

(i) The applicant has regularly driven a school bus for a period of six months within the last three years;

(ii) The school bus was of a size and type similar to that which the applicant will be expected to drive; and

(iii) The employer has documentation from the applicant's previous employer regarding previous experience.

(B) Hours counted in paragraph (A) of this subsection shall be spent with a certified Behind-the-Wheel Trainer, or a certified Assistant Trainer working under the direction of a Behind-the-Wheel Trainer, as outlined in OAR 581-053-0130 Assistant Trainer Certificate.

(g) Reads and speak the English language sufficiently to converse with the general public, understand highway signs and traffic signals in the English language and respond to official inquires and make entries on reports and records; and

(h) Complies with 49 CFR Part 382, FMCSA Controlled Substances and Alcohol Use and Testing.

(i) Has not held a valid School Bus Driver's Permit or Certificate within the last year.

(3) ODE shall issue an original School Bus Driver's Certificate to applicants who:

(a) Possess a valid CDL with proper endorsements for the vehicle being driven;

(b) Pass a physical examination as required in OAR 581-053-0040 within six months prior to application;

(c) Pass a behind-the-wheel test administered by an ODE certified behind-the-wheel trainer within one year prior to application;

(d) Are not disqualified based on driving or criminal record as required in OAR 581-053-0050;

(e) Submit an application for School Bus Driver's Permit or Certificate signed by the local supervisor certifying that:

(A) The employer will:

(i) Immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050;

(ii) Be in compliance with FMCSA Controlled Substances and Alcohol Use and Testing regulations at 49 CFR 382; and

(iii) Ensure that the driver complies with all applicable OARs.

(B) The applicant:

(i) Demonstrates the knowledge and ability to perform the duties of a school bus driver;

(ii) Has completed the Core Course for school bus drivers taught by a certified Core instructor within the last four years; and

(iii) Is trained in first aid;

(f) Complete approved behind-the-wheel training.

(A) Training shall be for a minimum of 15 hours in actual operation of the vehicle(s) that the applicant will be expected to drive, except the training shall be for a minimum of four hours if:

(i) The applicant has regularly driven a school bus for a period of six months within the last three years;

(ii) The school bus was of a size and type similar to that which the applicant will be expected to driver; and

(iii) The employer has documentation from the applicant's previous employer regarding previous experience.

(B) Hours counted in paragraph (A) of this subsection shall be spent with a certified Behind-the-Wheel Trainer, or a certified Assistant Trainer working under the direction of a Behind-the-Wheel Trainer, as outlined in OAR 581-053-0130 Assistant Trainer Certificate;

(g) Read and speak the English language sufficiently to converse with the general public, understand highway signs and traffic signals in the English language, and respond to official inquiries and make entries on reports and records; and

(h) Comply with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing regulations.

(i) Notwithstanding any other provision of this section, ODE shall issue a School Bus Driver's Certificate to an applicant who holds a valid School Bus Driver's Permit issued under section (2) of this rule, and who submits a School Bus Driver's Permit Conversion Card signed by a local supervisor certifying that the applicant has:

(A) Completed the Core Course for school bus drivers taught by a certified Core Instructor within the last four years; and

(B) Is trained in first aid.

(4) ODE shall renew a School Bus Driver's Certificate for an applicant who:

(a) Possesses or has possessed within the last 12 month period a valid School Bus Driver's Certificate;

(b) Possesses a valid CDL with proper endorsements for the type of vehicle being driven;

(c) Passes a physical examination as required in OAR 581-053-0040 Physical Examinations within six months prior to application;

(d) Is not disqualified based on driving or criminal record as required in OAR 581-053-0050 Driving and Criminal Records;

(e) Submits an application for School Bus Driver's Permit or Certificate signed by a local supervisor certifying:

(A) The employer will:

(i) Immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050;

(ii) Be in compliance with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing; and

(iii) Ensure that the driver complies with all applicable OARs.

(B) The applicant:

(i) Demonstrates the knowledge and ability to perform the duties of a school bus driver;

(ii) Has completed a Core or Core Refresher Course for school bus drivers, taught by a Core or Core Refresher instructor within the last four years;

(iii) Is trained in first aid; and

(iv) Has completed training averaging at least eight hours annually, while certified as a school bus driver during the preceding four-year period. Training must meet the requirements in OAR 581-053-0225 Approved Training for School Bus Drivers and be received by ODE to qualify.

(v) Complies with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing.

(f) Additional tests may be required by ODE if reasonable doubt of driver competency exists or as required by rule.

(5) ODE may approve a person who does not currently possess a valid School Bus Driver's Certificate or Permit as a temporary driver. If approved, a driver shall not drive more than 10 days as a temporary driver during the approval period. ODE shall only approve a temporary driver if the driver:

(a) Submits a Request for Approval of a Temporary Driver form, signed by a supervisor;

(b) Is judged competent by the local supervisor;

(c) Possesses a valid CDL with proper endorsements for the vehicle being driven;

(d) Possesses a valid medical certificate;

(e) Has passed a driving and criminal records check as required in OAR 581-053-0050 Driving and Criminal Records; and

(f) Meets all other requirements listed on the Request for Approval of a Temporary Driver form.

(6) Expiration:

(a) School Bus Driver's permits expire 120 days after issuance, or on the date of medical certificate expiration, whichever occurs first. Permits may not be renewed. The holder of a valid permit may apply for a School Bus Driver's Certificate, provided that all requirements have been met for such certificate.

(b) School Bus Drivers' Certificates shall expire two years from the date of the physical examination required in OAR 581-053-0040, except:

(A) Certificates for applicants 55 years of age and older shall expire one year from the date of physical examination required in OAR 581-053-0040; and

(B) Certificates for applicants who have had a physical examination as required in OAR 581-053-0040 and have been issued a medical certificate with an expiration date that is prior to the expiration dates outlined in this subsection shall expire on the date the medical certificate expires.

(c) An approval of a temporary driver expires on July 1, following approval.

(7) Age Restrictions: To obtain an original School Bus Driver's Certificate or Permit, or to renew a School Bus Driver's Certificate following a person's 70th birthday, an applicant must comply with all certification requirements and successfully complete an ODE behind-the-wheel test no more than 30 days before the

date of application. The test must be administered by a behind-the-wheel trainer. A copy of the test shall be attached to the application form.

(8) A driver shall notify ODE, in writing, of any change in the driver's name, address or employer within 30 days of the change. A duplicate certificate will be issued if necessary.

(9) A School Bus Driver's Permit or Certificate shall be invalid anytime that:

(a) A transportation entity or contractor notifies ODE that the driver is no longer active;

(b) The driver is no longer trained in first aid (School Bus Certificate Only);

(c) The driver no longer meets the physical requirements outlined in OAR 581-053-0040; or

(d) The driver does not maintain or falsifies records required of a diabetic driver outlined in OAR 581-053-0040.

(10) A School Bus Driver's Permit or Certificate shall be valid again if:

(a) The permit or certificate was invalid under subsection (9)(a) of this rule when a transportation entity or contractor notifies ODE that they are ensuring the driver's compliance with these OARs.

(b) The certificate was invalid under subsection (9)(b) of this rule when the driver is trained in first aid.

(c) The permit or certificate was invalid under subsection (9)(c) of this rule when the driver meets the physical requirements outlined in OAR 581-053-0040.

(d) The permit or certificate was invalid under subsection (9)(d) of this rule when the driver is able to produce two weeks of medical records demonstrating compliance with the physical requirements for diabetic drivers outlined in 581-053-0040.

(11) ODE shall maintain a list of approved drivers for each school district. The approved driver list and training history shall be made available on request.

**Statutory/Other Authority:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120  
**Statutes/Other Implemented:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120

**History:**

[ODE 21-2025, amend filed 04/24/2025, effective 04/24/2025](#)

ODE 40-2014, f. & cert. ef. 9-3-14

ODE 19-2012, f. & cert. ef. 6-14-12

## **581-053-0240**

### **Minimum Standards for School Buses**

#### (1) Air Cleaner

(a) The engine intake air cleaner shall be furnished and properly installed by the chassis manufacturer to meet engine specifications;

(b) All Type C and Type D buses equipped with diesel engines shall have an air cleaner restriction indicator properly installed by the chassis manufacturer to meet engine specifications.

(2) Air System: All buses equipped with air systems for brakes shall provide and identify an appropriate air port for plumbing in air powered accessories.

(3) Air-Operated Accessories: Air-operated accessories shall be plumbed into the vehicle's air supply system in compliance with all the following:

(a) Safeguarded by a check valve or equivalent device located between the air supply system and the accessory to prevent air loss due to accessory failure. This shall include the supply line for a designated accessory air tank;

(b) Connected to the air supply system in compliance with all applicable Federal Motor Vehicle Safety Standards;

(c) Connected in the manner prescribed by the vehicle manufacturer.

#### (4) Aisle:

(a) Minimum clearance of all aisles shall be 12 inches.

(b) Minimum clearance of aisles from wheelchair areas to an emergency door shall be at least 30 inches wide to permit passage of a wheelchair. Special service entrance doors are not considered emergency doors unless in compliance with all right side emergency door requirements.

(5) Axles: The front and rear axles and suspension systems shall have a gross axle weight rating at ground commensurate with the respective front and rear weight loads of the bus loaded to the rated passenger capacity.

#### (6) Body Construction:

(a) Construction shall be of prime commercial quality steel, or other metal, or other material with strength at least equivalent to all-steel as certified by bus body manufacturer;

(b) Construction shall provide a water-tight and reasonably dustproof unit;

(c) Must meet or exceed applicable federal motor vehicle safety standards for construction, effective December 2, 1993.

#### (7) Body Sizes:

(a) Body manufacturer shall determine the vehicle's maximum designed and equipped passenger capacity and post it on the vehicle with the GVWR and vehicle compliance information.

(b) For determining standard requirements on buses with power lifts and wheel chair tie down stations, the passenger and gross vehicle weight rating classification will be determined as if the vehicle were equipped with a standard seating arrangement.

(8) Brakes:

(a) Air brakes are required on all buses having a manufacturer's gross vehicle weight rating of 26,001 pounds or greater;

(b) Buses using air or vacuum in the operation of the brake system shall be equipped with warning signals, readily audible and visible to the driver, that will give a continuous warning when the air pressure available in the system for braking is 60 psi (pounds per square inch) or less or the vacuum in the system available for braking is 8 inches of mercury or less. An illuminated gauge shall be provided that will indicate to the driver, the air pressure in pounds per square inch available for the operation of the brake.

(A) Vacuum-assist brake systems shall have a reservoir used exclusively for brakes which shall be adequate to ensure loss in vacuum at full stroke application of not more than 30 percent with engine not running. Brake system on gas-powered chassis shall include suitable and convenient connections for the installation of separate vacuum reservoir;

(B) Any brake system dry reservoir shall be so safeguarded by a check valve or equivalent device that in the event of failure or leakage in its connection to the source of compressed air or vacuum, the stored dry air or vacuum shall not be depleted by the leakage or failure.

(c) Buses using a hydraulic assist-booster in the operation of brake system shall be equipped with a warning signal, readily audible and visible to the driver, which will provide continuous warning in the event of a loss of fluid pressure from primary source or loss of electric source powering the backup system;

(d) The brake lines and booster-assist lines shall be protected from excessive heat and vibrations and be so installed as to prevent chafing;

(e) All brake systems shall be designed to permit visual inspection of brake lining wear without removal of any chassis components except for inspection dust covers or wheels;

(f) Air brake systems shall be equipped with manual drain valves on all air tanks. A provision shall be made to operate manual drain valve(s) on first (wet) reservoir(s) from the side of the bus unless one of the following options is provided:

(A) Automatic moisture ejector on the first (wet) reservoir;

(B) An air dryer that has the drying ability to ensure an adequate margin of safety under normal and adverse operating conditions;

(C) Skirt-mounted controls for manual drain valve(s) shall not extend beyond the outer side of bus skirt panel.

(9) Bumper (Front):

(a) The bumper on Type A-2, B, C, and D buses shall be equivalent in strength and durability to pressed steel channel at least 3/16 inches thick and not less than 8 inches wide (high). It shall extend beyond the forward-most part of the body, grille, hood and fenders and shall extend to the outer edges of the fenders at the bumper's top line.

(b) Type A-1 buses may be equipped with an OEM-supplied bumper.

(c) The bumper shall be of sufficient strength to permit pushing or being pushed by another vehicle with the same GVWR on a smooth surface with a five degree (8.7 percent) grade, without permanent distortion to the bumper, chassis, or body.

(d) The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is attached to both tow hooks when the bus is empty and positioned on a level, hard surface and both tow hooks share the load equally.

(e) Deer guards may be added to a front bumper to protect the front grill. Deer guards shall not be in any portion of the driver's forward view, including use of all mirrors.

(10) Bumper (Rear):

(a) Rear bumper for all body on chassis units shall be of pressed steel channel or equivalent material at least 3/16-inch thick and eight inches wide (high), and of sufficient strength to permit pushing by another vehicle without distortion;

(b) Bumper for all body on chassis units shall wrap around back corners of bus. It shall extend forward at least 12 inches, measured from rear-most point of body at floor line;

(c) Bumper shall be attached to chassis frame in such manner that it may be easily removed, shall be so braced as to develop full strength of bumper section from rear or side impact, and shall be so attached as to prevent the insertion of small fingers between the body and bumper;

(d) Bumper shall extend beyond rear-most part of body surface at least one inch, measured at floor line;

(e) An energy absorbing rear bumper may be used providing a self-restoring energy absorbing bumper system so attached as to prevent the hitching of rides and of sufficient strength to permit pushing by another vehicle without permanent distortion to the bumper, chassis, or body;

(f) The manufacturer of the energy absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS tests) that their product conforms to the above.

(11) Cameras:

(a) 360-degree camera system: A 360-degree camera system may be installed:

(A) The camera housings shall not block any signage or lights that are required;

(B) The monitor for the camera system shall not block the view of any window, gauge, or required indicator light.

(C) The monitor shall only work when:

(i) The transmission is in reverse;

(ii) The transmission is in park; or

(iii) The parking brake is set.

- (b) Back-up camera: A back-up camera may be installed.
- (A) The camera housing shall not block any signage or lights that are required.
- (B) The monitor for the back-up camera system shall not block the view of any window, gauge or required indicator light.
- (C) The monitor shall only work when the transmission is in reverse or when activated as part of a 360-degree camera system.
- (c) Forward-facing camera: A forward facing camera may be installed:
- (A) If installed outside of the vehicle, it shall be installed on the front of the vehicle and shall not block any signage or lights that are required;
- (B) If installed inside of the vehicle, it shall be mounted so that it does not block the view of any window, mirror, gauge, or required indicator light.
- (d) Video surveillance cameras may be mounted inside or on either the forward or rear bulkhead, or to the ceiling in compliance with the following requirements:
- (A) Surface mounted camera/camera housing/recording devices shall be mounted as far forward (if forward mounted) or as far rearward (if rear mounted) as possible and directly above the center of the windshield/rear window, and shall not:
- (i) Extend into the passenger compartment more than 9 inches;
- (ii) Extend(s) down from the ceiling more than five inches;
- (iii) Be more than five inches wide;
- (iv) Interfere with the rear view mirror or sun visor.
- (B) Recording devices or their housings shall not be mounted overhead in the passenger compartment;
- (C) Video cameras/housings (not recorders) may be mounted overhead in the passenger compartment, provided they are over the seating area, but not over any part of the aisle, all edges must be rounded and/or protected with enclosure of shatterproof construction;
- (D) Flush mounted cameras/housings may be mounted in any position in the front or rear bulkhead or ceiling provided that any modification to the body, in order to achieve flush mounting does not compromise the structural integrity of the body panels;
- (E) All video related devices mounted to the interior bus body shall be securely fastened in a manner to prevent separation from the bus body in the event of collision or mishap;
- (F) Recording devices/housings must allow ready access for camera and video recording medium removal without the use of tools;
- (e) a Stop Arm Camera system may be installed which may record drivers who fail to stop for bus safety lights in violation of ORS 811.155, and that is capable of recording the date, time, registration plate number and location of the offense.

(f) All electrical connections shall be made with UL approved wiring and terminals, and protected by grommets any place it passes through metal panels. Any electrical load added to the vehicles electrical system shall be protected with appropriate over current device (fuse).

(12) Certification:

(a) The vehicle shall be certified as a "School Bus" as required in the FMVSS certification requirements of 49 CFR part 567.

(b) Manufacturer will, upon request, certify to the Oregon Department of Education that their product meets minimum standards on items not covered by FMVSS certification requirements of 49 CFR part 567.

(13) Chains, Automatic: Automatic tire chains (traction) may be installed at drive wheels in conformance with manufacturer specifications and any applicable chassis manufacturer standards. (Note: Air-applied chain systems must comply with air-operated accessory requirement included in this rule.)

(14) Child Safety Restraint Systems:

(a) Child safety restraint systems used for transporting infants, toddlers, or others requiring added support shall conform to specific strength and performance standards or dynamic test standards identified in 49 CFR 571.213 ~~for protection of a child up to 50 pounds;~~

(b) Child safety restraint systems shall bear a label specifying compliance with all applicable Federal Motor Vehicle Safety Standards at the time of their manufacture;

(c) Child safety restraint systems shall be secured to the school bus seat as per the manufacturer's instructions. If used, a child safety restraint anchorage system must meet 49 CFR 571.225 and a seat belt shall meet section 62 of this rule.

(15) Clutch:

(a) Clutch torque capacity shall be equal to or greater than, the engine torque output;

(b) A starter interlock shall be installed to prevent actuation of the starter if the clutch is not depressed on all buses manufactured after January 1, 1999.

(16) Color:

(a) Chassis and bumpers shall be black; Wheels may be painted either black or National School Bus Yellow. Type A-1, A-2, and B buses may have manufacturer standard color wheels.

(b) The school bus body shall be painted a uniform National School Bus Yellow. The body exterior paint trim, bumper, lamp hoods, and emergency door lettering shall be black. The engine hood may be painted low-luster yellow. The roof of the bus may be painted white. The white color may extend across the roof down to the drip rails or within 6 inches above the passenger windows on the sides of the bus except that front and rear caps shall remain National School Bus Yellow. Retroreflective material may be used as trim on rear bumper;

(17) Crossing Arm: A crossing arm ~~may~~shall be mounted on the front of a school bus in accordance with the following specifications:

- (a) Installed on the front bumper as close as practicable to the right (curb) side, opening left to right and providing an extension of the curbside of bus;
- (b) Arm shall be located at least 18 inches but not more than 32 inches above ground level and in the closed position; arm shall not cover numbers on license plate;
- (c) Installed in a manner to limit the outward deployment to 90 degrees from the front bumper;
- (d) Arm shall extend 70 inches from the front bumper in its extended position;
- (e) Arm shall be activated through the existing bus safety light system assuring the driver is required to take no additional action to either deploy or retract the arm. No outward movement of the arm may occur before red flashing sequence begins;
- (f) Override switches are prohibited;
- (g) Crossing arm must be safeguarded from damage due to pushing or pulling by hand through the use of a clutch-like device or equivalent, double spring hinges are not acceptable);
- (h) The arm may be equipped with an amber flashing light that functions only when the arm is in the fully extended position;
- (i) Entire unit shall have no sharp edges or other projections that could injure children or others due to casual contact;
- (j) Unit shall provide secure mounting opportunities to prevent misalignment or failure due to extreme weather conditions;
- (k) Shall be either air, vacuum, or electrically operated and in conformance to section (71)(g) of this rule;
- (l) Crossing arm color shall be yellow or yellow and black;
- (m) All components and connections shall be weatherproofed.

(n) A crossing arm shall not be required on buses manufactured prior to January 1, 2026.

(18) Cup holders on vehicles manufactured after July 1, 2013, shall not be allowed. No additional cup holders shall be installed.

(19) Defrosters:

- (a) Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to reduce the amount of frost, fog and snow;
- (b) The defrosting system shall conform to SAE performance standards J-381;
- (c) The defroster and defogging system shall be capable of furnishing heated outside ambient air, except that part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculation air type;
- (d) Auxiliary fans, if used, shall not be considered as a defrosting and defogging system:

(A) Auxiliary fans shall be mounted above the windshield, so as not to interfere with the driver's vision of the roadway, mirrors or students outside the bus;

(B) The fan blades shall be covered with a protective cage.

(20) Doors:

(a) Service door shall be under the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When hand lever is used, no part shall come together so as to shear or crush fingers. Manual door controls shall not require more than 25 pounds of force to operate at any point throughout the range of operation, as tested on a 10% grade, both up hill and downhill;

(b) Service door shall be located on right side of bus opposite driver and within direct view;

(c) Service door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 68 inches;

(d) Service door shall be a split-type door and shall open outward;

(e) If service door is power operated, pressure shall be controlled by a regulator valve or switch and provision shall be made for opening the door manually in the event of driver disability or mechanical failure. Emergency release valve or switch for power operated doors shall be located in an accessible place, in plain view, as near the service door as practicable. Valve or switch shall be properly identified and "open" and "closed" position plainly marked, and shall have no more than two positions;

(f) All service door windows shall be approved safety glass. Bottom of lower glass panel shall not be more than ten inches from top surface of bottom step. Top of upper glass panel shall not be more than six inches from top of door.

(g) Vertical closing edges on the service door shall be equipped with flexible material to protect children's fingers.

(h) There shall be no door to left of driver. (This shall not be interpreted to conflict with emergency doors or windows.) Type A-1 and A-2 and B buses may be equipped with chassis manufacturers' left side driver's door;

(i) All doors shall be equipped with an energy absorbing pad at the top edge of each door opening. Pad shall be at least 3 inches wide and 1-inch-thick and extend the full width of the door opening.

(21) Drive Shaft: Drive shafts over 24 inches in length shall be protected by metal guard or guards around circumference of drive shaft to reduce the possibility of the shaft whipping through floor or dropping to ground if broken. Guards shall be mounted around front half of each drive shaft section.

(22) Electrical System:

(a) Battery(ies):

(A) Battery shall have a minimum cold cranking capacity rating equal to the cranking current required for 30-seconds at 0° Fahrenheit (-17.8c) and a minimum reserve capacity rating of 120-minutes at 25 amps. Higher capacities may be needed dependent upon optional equipment and local environmental conditions;

(B) The manufacturer shall securely attach the battery(ies) on a slide-out or swing-out tray in a closed, vented compartment in the body skirt so that the battery(ies) is accessible for convenient servicing from the outside. Battery compartment(s) door or cover shall be hinged at front or top and secured by adequate and conveniently operated latch or other type fastener. Type A-1 and A-2 buses may have battery(ies) mounted under the hood in an accessible location;

(C) Access to battery shall not be through body floor;

(D) Buses may be equipped with a battery shut-off switch. The switch shall be placed in a battery compartment or the engine compartment.

(b) Circuits: An appropriate identifying diagram (color and number coded) for electrical circuits shall be provided to the body manufacturer for distribution to the end user;

(c) Generator or Alternator:

(A) All buses with a GVWR of 14,500 pounds or less shall have a generator or alternator with a minimum rating of at least 130 amperes (in accordance with Society of Automotive Engineer rating) with minimum charging of 50 percent of maximum rated output at manufacturer's recommended engine idle speed (12-volt system), and shall be ventilated and voltage-controlled and, if necessary, current-controlled;

(B) All buses with a GVWR greater than 14,500 pounds shall have a generator or alternator with a minimum rating of at least 160 amperes (in accordance with Society of Automotive Engineer rating) with minimum charging of 50 percent of maximum rated output at manufacturer's recommended engine idle speed (12-volt system), and shall be ventilated and voltage-controlled and, if necessary, current-controlled;

(C) Generator or alternator may be direct/gear driven or belt driven. Belt driven generator or alternators shall be capable of handling the rated capacity of the generator or alternator with no detrimental effect on other belt driven components;

(d) Wiring, Chassis:

(A) General — all wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers. All wiring shall use a standard color coding and each chassis shall be delivered with a wiring diagram that coincides with the wiring of the chassis;

(B) Chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl, or at accessible location in engine compartment of vehicles designed without a cowl, which shall contain the following terminals for the body connections:

(i) Main 100-amp body circuit;

(ii) Tail lamps;

(iii) Right turn signal;

(iv) Left turn signal;

(v) Stop lamps;

(vi) Back up lamps;

(vii) Instrument panel lights (controlled by dimmer switch).

(e) Wiring, Body:

(A) All wiring shall conform to current standards of Society of Automotive Engineers;

(B) Circuits:

(i) Wiring shall be arranged in circuits, as required, with a circuit protection system. A system of color or number coding shall be used for all buses purchased after September 1, 1993 and an appropriate identifying diagram shall be provided the end user along with the wiring diagram provided by the chassis manufacturer. The following interconnecting circuits shall be color coded as noted:

(I) Left rear directional light — yellow;

(II) Right rear directional light — dark green;

(III) Stop lights — red;

(IV) Back-up lights — blue;

(V) Tail lights — brown;

(VI) Ground — white;

(VII) Ignition feed, primary feed — black;

(VIII) The color of cables shall correspond to SAE J1128.

(ii) Wiring shall be arranged in at least seven regular circuits, as follows:

(I) Head, tail, stop (brake) and instrument panel lamps;

(II) Clearance and step well lamps (step well lamp shall be activated when service door is opened);

(III) Dome lamp;

(IV) Ignition and emergency door signal;

(V) Turn signal lamps;

(VI) School Bus Safety Lights;

(VII) Heaters and defrosters.

(iii) Any of above combination circuits may be subdivided into additional independent circuits;

(iv) Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.

(C) The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted;

(D) All wiring shall have an amperage capacity equal to or exceeding the designed load. All wiring splices are to be done at an accessible location and noted as splices on wiring schematic;

(E) Each body circuit shall be coded by number or letter on a diagram of easily readable size and be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel;

(F) Body power wire is to be attached to special terminal on the chassis;

(G) All wires passing through metal openings shall be protected by a grommet;

(H) Wires not enclosed within body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors and shall be moisture and corrosion resistant.

(I) A 12-volt power port may be installed in the driver's area;

(J) There shall be a non-momentary manual noise suppression switch installed in the control panel. The switch shall be clearly labeled and distinguishable from other switches. This switch shall be an on/off type that deactivates body equipment that produces noise, including the AM/FM/audio radio, heaters, air conditioners, fans and defrosters. The switch shall not deactivate safety systems such as windshield wipers or lighting systems.

(23) Emergency Equipment:

(a) Belt cutter: Each bus shall have a belt cutter mounted in the driver's compartment within reach of a driver sitting in the driver's seat. Belt cutter shall be of a design offering protected cutting edges to prevent accidental or intentional injury to drivers or passengers;

(b) Emergency road reflectors:

(A) Each bus shall be equipped with at least three reflex reflective triangle vehicle warning devices that conform to 49 CFR 581.125;

(B) Reflectors must be in a container securely mounted with nut-and-bolt fasteners enhanced with large flat (fender) washers or held in place by a nut-and-bolt mounted metal bracket that also protects and secures the container lid. Both shall be located in an accessible location. Reflectors shall not be mounted in any engine compartment;

(c) Body fluid cleanup kit: Buses shall have a removable moisture proof and dust proof body fluid cleanup kit, mounted in an accessible place within the driver's compartment. Contents shall include at least the following items:

(A) Two pair rubber/latex gloves;

(B) Two four-ounce packages of stabilized chlorine absorbent deodorant (or equivalent) capable of stabilizing at least 1 liter/36 fl. oz. of body fluids;

(C) One spatula for pick up of congealed fluid;

- (D) One plastic bag in which to place congealed fluid;
  - (E) One red plastic bag with tie, identified for infectious waste and as a bio-hazard;
  - (F) One two-ounce bottle of germicidal detergent to apply to a contaminated area;
  - (G) Four paper towels to wipe up contaminated area;
  - (H) One one-ounce antiseptic alcohol hand rinse (or equivalent);
  - (I) One placard of step by step use instructions;
  - (J) Germicidal detergents, stabilized chlorine absorbent deodorant, alcohol hand rinse, or their equivalents shall provide documentation of EPA approval regarding their microbiological efficacy for at least the following:
    - (i) Staphylococcus aureus;
    - (ii) Pseudomonas aeruginosa;
    - (iii) Salmonella choleraesuis;
    - (iv) Streptococcus species;
    - (v) Herpes simplex Type II;
    - (vi) HIV (Associated with AIDS);
    - (vii) Fungi (athlete's foot);
    - (viii) Poliovirus; and
    - (ix) Tuberculosis.
  - (K) Documentation of efficacy for Hepatitis B may be hospital or test studies. The certified effective shelf life of these products shall be a minimum of 12 months. Product expiration date shall be clearly displayed on all time-sensitive products.
- (d) Fire extinguishers:
- (A) Each bus shall be equipped with at least one pressurized, dry, chemical type fire extinguisher, mounted in a bracket, located in the driver's compartment, and readily accessible. A pressure gauge shall be mounted on the extinguisher so as to be readily read without removing the extinguisher from its mounted position;
  - (B) The fire extinguisher shall be of a type approved by the Underwriters Laboratories, Inc., with a rating of not less than 2 A-10 BC. The extinguisher shall have a minimum five-pound capacity and equipped with a hose and nozzle;
  - (C) The operating mechanism shall be sealed with a type of seal that will not interfere with the use of the fire extinguisher;

(D) Extinguishers with plastic heads are not permitted.

(e) First aid kit;

(A) Each bus shall have a readily removable, moisture proof and dustproof first-aid kit container mounted in an accessible place within driver's compartment;

(B) The first aid kit contains a minimum of 24 units that shall include the following:

(i) One 1" adhesive compress — 16 per unit;

(ii) Two 2" bandage compress — 4 per unit;

(iii) Two 3" bandage compress — 2 per unit;

(iv) Two 4" bandage compress — 1 per unit;

(v) Two 3" x 3" plain gauze pads — 4 per unit;

(vi) Two 2" x 6 yards gauze roller bandage — 1 per unit;

(vii) Three 1/2 square yard gauze;

(viii) Three 24" x 72" gauze;

(ix) Four triangular bandages;

(x) One 1/2 x 5 yards adhesive tape - one per unit;

(xi) One round nose scissors and tweezers. Latex gloves - one pair; and

(xii) One micro-shield for mouth-to-mouth airway (to lay on top of other contents).

(C) Specific local requirements may be substituted in lieu of 2 units of 1/2 square yard gauze.

(f) Any piece of emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than 1 inch letters, identifying each piece of equipment contained therein. If emergency road reflectors are stored outside the driver's compartment, the location of the triangles shall be displayed in a readily viewable location by the driver in minimum 1 inch letters.

(24) Emergency Exits:

(a) All emergency exits and doors shall comply with the design and performance requirements of 49 CFR 571.217, Bus Emergency Exits and Window Retention and Release applicable to that type of exit.

(b) In addition to the requirements of 49 CFR 571.217, all emergency exits and doors shall meet the additional requirements:

(A) Doors:

- (i) Upper portion of emergency door shall be equipped with approved safety glazing, exposed area of not less than 400 square inches;
- (ii) Lower portion of rear emergency door shall be equipped with approved safety glass and shall have an exposed area of not less than 350 square inches of approved safety glazing;
- (iii) There shall be no steps leading to emergency door;
- (iv) Clearance between outside emergency door handle and emergency door shall not exceed 1/4 inch when handle is in the closed position. Handle shall not provide a firm handhold for someone trying to "hitch" a ride. Handles shall be positioned to prevent snagging of clothing or pinching of fingers;
- (v) Emergency door hinge shall not provide an opening for insertion of fingers when door is closed;
- (vi) An adequately padded head bumper shall be placed on the interior directly above any emergency exit door opening. The pad shall extend the full width of the door opening and shall be at least three inches wide and one inch thick;
- (vii) If emergency door is lockable, provision must be made to prevent the bus from starting while the door is locked. An audible warning which does not affect engine operation shall be provided to alert the driver should the door be locked while the bus is in operation; and
- (viii) Emergency doors shall be labeled "Emergency Door" in minimum 2 inch letters that contrast with the background at the top of, or immediately above, the emergency door on both the inside and outside of the bus;

(B) Rear Push-Out Window:

- (i) Rear push-out window shall be operable from inside or outside the bus;
- (ii) Rear push-out window shall have a lifting assistance device that will aid in lifting and holding the rear emergency window open; and
- (iii) If rear push-out window is lockable, provision must be made to prevent the bus from starting while the exit is locked. An audible warning which does not affect engine operation shall be provided to alert the driver should the exit be locked while the bus is in operation;

(C) Swing-Out Windows:

- (i) Swing-out windows are windows along the side of the bus with a hinge that is opposite of the emergency release so that it "swings-out" when opened. Swing-out windows may be hinged along any edge of the window. If the hinge is installed vertically, it shall be installed on the forward side of the window;
- (ii) Swing-out windows shall not be located above a stop arm;
- (iii) Swing-out windows shall provide a minimum clear opening of 18" x 24"; and
- (iv) Swing-out windows that are inoperable from the outside shall include the message "Operates From Inside Only" adjacent to the outside "Emergency Exit" labeling required under 49 CFR 571.217;

(D) Roof Hatches:

- (i) Roof hatch shall be waterproof and provide a minimum clear opening of 16" x 16";
  - (ii) When a release mechanism on the roof hatch is open and the vehicle's ignition is in the "on" position, a continuous warning shall be audible at the drivers seating position; and
  - (iii) Roof hatch may also serve as a roof ventilator; however, this shall not be used in place of the required static vent.
- (c) Each bus shall be equipped with:
- (A) A rear emergency exit door and one roof hatch; or
  - (B) A left side emergency exit door, a rear emergency push out window, and one roof hatch.
- (d) Buses equipped with a rear emergency exit door and roof hatch (as in paragraph (c)(A) of this section) require additional emergency exits based on the maximum design passenger capacity listed below (see also table 1):
- (A) Buses designed or equipped with a maximum design passenger capacity of 1 to 22 shall also provide:
    - (i) 2 swing-out windows placed at approximately the midpoint of the passenger compartment; or
    - (ii) Side windows with a 12-inch vertical drop.
  - (B) Buses designed or equipped with a maximum design passenger capacity of 23 to 45 shall also provide:
    - (i) Left side emergency door; or
    - (ii) 2 swing-out windows at approximately the midpoint of the passenger compartment.
  - (C) Buses designed or equipped with a maximum design passenger capacity of 46 and above shall also provide one additional roof hatch and:
    - (i) Left side emergency door; or
    - (ii) 4 swing-out windows at approximately the midpoint of the passenger compartment, but not immediately adjacent to each other.
- (e) Buses equipped with a left side door and rear push-out window (as in paragraph (c)(B) of this section) require additional emergency exits based on the maximum design passenger capacity listed below (see also table 2):
- (A) Buses designed or equipped with a maximum design passenger capacity of 1 to 22 shall also provide:
    - (i) 2 swing-out windows placed at approximately the midpoint of the passenger compartment; or
    - (ii) Side windows with a 12-inch vertical drop.
  - (B) Buses designed or equipped with a maximum design passenger capacity of 23 to 45 shall also provide:

(i) Right side emergency door; or

(ii) Two 2 swing-out windows.

(C) Buses designed or equipped with a maximum design passenger capacity of 46 and above shall also provide one additional roof hatch and:

(i) Right side emergency door; or

(ii) Four swing-out windows.

(f) Any additional emergency exits necessary to comply with the “additional emergency exit area” requirements of 49 CFR 571.217 shall be made by the vehicle purchaser.

(g) Manufacturer shall identify all emergency exits used for calculations relating to this rule and 49 CFR 571.217 compliance and list the daylight (clear) opening for each exit.

(h) All emergency exits shall be marked on the exterior perimeter with one-inch retroreflective yellow or white material that meets the retroreflectivity requirements of section (59) of this rule.

(25) Emissions: School buses that operate on diesel fuel shall:

(a) Have engines manufactured on or after January 1, 2007; or

(b) Be retrofitted to meet the same federal emission standards as a bus equipped with an engine manufactured on or after January 1, 2007.

(26) Engine Compartment Fire Suppression System: An automatic fire suppression system may be installed. If installed, the fire suppression system shall:

(a) Be located in the engine compartment on buses and be automatically activated when the fire detector has detected a fire in the engine compartment. The system shall also include a mechanism for activation by the driver;

(b) Have nozzles for fire suppression that shall be located under the school bus, in the electrical panel and under the dashboard, but not in the passenger compartment.

(c) Include a lamp or buzzer to alert the driver when the system has been activated; and

(d) Meet the SP Technical Research Institute of Sweden (SP) P-Mark certification standard.

(27) Exhaust System:

(a) The exhaust pipe, muffler, and tailpipe shall be outside bus body compartment and attached to chassis so any other chassis component is not damaged;

(b) Tailpipe and after-treatment system shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter;

(c) Tailpipe shall meet one of the following options:

(A) Tailpipe may exit in the rear of the bus provided it:

(i) Does not create a hand hold.

(ii) Does not create a step.

(iii) Exhaust is defused away from passenger compartment.

(iv) Exits to the left or the right of the emergency exit door.

(B) Tailpipe may extend to, but not beyond the body limits on the left side of the bus forward or rearward of the rear tires outboard of chassis centerline. If the tailpipe terminates forward of the rear tires it shall terminate not more than 24 inches or less than 6 inches forward of rear tires. No tailpipe shall terminate beneath any emergency exit or fuel fill receptacle;

(C) Tailpipe shall not exit the right side of the vehicle.

(d) Exhaust system shall be properly insulated from fuel tank and connections by securely attached metal shield at any point where it is 12 inches or less from tank or tank connections;

(e) Muffler shall be constructed of corrosion-resistant material;

(f) The design of an after-treatment system shall not allow active (non-manual) regeneration of the particulate filter during the loading and unloading of passengers. Manual regeneration systems will be designed such that unintentional operation will not occur; and

(g) For after-treatment systems that require Diesel Exhaust Fluid (DEF) to meet federally mandated emission standards:

(A) The composition of DEF must comply with ISO 22241-1; and

(B) The DEF supply tank shall be sized to meet a minimum ration of three diesel fills to one DEF fill.

(28) Fenders, Front:

(a) Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position;

(b) When equipped, front fenders shall be properly braced and free from any body attachments.

(29) Floor:

(a) Floor in under seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent having minimum overall thickness of .125 inch:

(A) Floor covering in aisle shall be of aisle-type fire-resistant rubber or equivalent, wear-resistant and ribbed or equivalent non-slip material. Minimum overall thickness shall be .1875 inch measured from tops of ribs;

(B) Floor covering shall be permanently bonded to floor and shall not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be of type recommended by manufacturer of floor-covering material. All seams shall be sealed with waterproof sealer.

(b) Edge of floor at step well shall be treated as a step edge and shall be protected as required in section (69)(f)(C) of this rule;

(c) A vapor and liquid proof inspection plate provided for access to the fuel tank sending may be installed;

(d) A subfloor of 5-ply plywood, at least 1/2-inch nominal thickness or equivalent for type A buses and 5/8-inch nominal thickness or equivalent for all other buses, shall be installed over the standard school bus floor. Plywood shall equal or exceed properties of exterior grade C-C plywood as specified in NIST PS 1. Floor shall be level from front to back and from side to side except for wheel housing, toe board and driver's seat platform areas;

(e) Plywood sub-floor may be replaced with an equivalent material provided it has equal or greater insulation R-value, sound abatement, deterioration-resistant, and moisture-resistant properties.

(30) Frame:

(a) Frame shall be of such design and strength characteristics as to correspond at least to standard practice, for trucks of same general load characteristics which are used for highway service;

(b) Any secondary manufacturer that modifies the original chassis frame shall guarantee the performance of workmanship and materials resulting from such modification;

(c) Any frame modification shall not be for the purpose of extending the wheelbase;

(d) Holes in top or bottom flanges of frame side rail shall not be permitted except as provided in original chassis frame. There shall be no welding to frame side rails except by chassis manufacturer;

(e) Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

(31) Fuel System:

(a) The following fuels may be used:

(A) Diesel, including biodiesel blends,

(B) Gasoline, including ethanol blends,

(C) Liquefied Petroleum Gas (LPG),

(D) Compressed Natural Gas (CNG),

(E) Dual fuel systems using any combination of (A) through (D) above, provided that the system:

(i) Meets Environmental Protection Agency specifications;

(ii) Meets vehicle manufacture specifications; and

(iii) Has been approved by the Oregon Department of Education.

(F) Other fuels may be approved by the Oregon Department of Education upon request.

(b) Buses with a capacity of 57 or less shall be equipped with one or more fuel tanks that provide a combined liquid capacity of not less than 25 gallons.

(c) Buses with a capacity of 58 or more shall be equipped with one or more fuel tanks that provide a combined liquid capacity of not less than 60 gallons.

(d) The actual draw capacity of each fuel tank shall be a minimum of 83 percent of the tank capacity.

(e) No portion of the fuel system, which is located outside of the engine compartment, except the filler tube, shall extend above the top of the chassis frame rail. Fuel lines shall be mounted to obtain maximum possible protection from the chassis frame;

(f) Fuel filter with replaceable element shall be installed between fuel tank and engine;

(g) Tank(s) shall be mounted, filled and vented outside of body. The tank(s) location shall not permit fuel spillage to drip or drain on any portion of the exhaust system.

(h) Liquefied Petroleum Gas (LPG) systems shall comply with National Fire Protection Association (NFPA) 58, Liquefied Petroleum Gas Code.

(32) G.P.S. Navigation: A G.P.S. navigation unit may be installed. The unit shall not block any windows, gauges or indicator lights that are required. Portable units shall use an installed 12-volt power port.

(33) Governor:

(a) An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

(b) When it is desired to limit road speed, a road-speed governor should be installed;

(34) Heaters and Air Conditioners:

(a) At least one heater of hot water type shall be required;

(b) If only one heater is used, it shall be of fresh-air or combination fresh-air and recirculation type;

(c) If more than one heater is used, additional heaters may be of recirculation air type;

(d) The heating system shall be capable of maintaining throughout the bus a temperature of not less than 50 degrees Fahrenheit at average minimum January temperature as established by the National Weather Service, for the area in which the vehicle is to be operated;

(e) All heaters shall bear a name plate which shall indicate the heater rating in accordance with SBMTC Standard No. 001, said plate to be affixed by the heater manufacturer which shall constitute certification that the heater performance is as shown on the plate;

(f) Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or sharp edges, and shall not interfere with or restrict the operation of any engine function. Heater hose shall conform to SAE J20c. Heater hoses on the interior of the bus shall be shielded to prevent scalding of the driver or passengers;

(g) Each hot water heater system installed by a body manufacturer shall include a shutoff valve installed in the pressure and return lines near the engine in an accessible location. There shall be a water flow regulating valve or airflow regulating door for the front heater installed for convenient operation by the driver while seated;

(h) Return heater lines on body company installed heaters shall be equipped with bleeder valves in an accessible location to allow for removal of heater line air;

(i) Auxiliary fuel-fired combustion heating systems may be installed, provided that:

(A) The auxiliary heating system shall be marked plainly with certification stating, "Meets FMCSA Bus Heater Requirements"

(B) The auxiliary heating system shall utilize the same type of fuel as specified for the vehicle engine;

(C) The auxiliary heating system may be direct, hot air-type or may be connected to the engine coolant system;

(D) When connected to the engine coolant system, the auxiliary heating system may be used to preheat the engine coolant or preheat and add supplementary heat to the heating system, or both;

(E) Auxiliary heating systems shall be installed pursuant to the manufacturer's recommendations outside of the passenger compartment;

(F) Exhaust from auxiliary heating system shall not exit the right side of the bus;

(G) Installation of auxiliary heating system shall not compromise the requirements of Title 49 CFR Part 579.301 Fuel System Integrity.

(j) Portable heaters shall not be used.

(k) buses manufactured after January 1, 2026 used to transport students with special needs shall be built to include both heating and air conditioning systems.

(35) Horn: Bus shall be equipped with horn or horns of standard make, each horn capable of producing complex sound in bands of audio frequencies between approximately 250 and 2,000 cycles per second and tested per SAE Standard J-377.

(36) Identification:

(a) School buses shall bear the words "SCHOOL BUS" in black capital series letters at least eight inches high and of proportionate width on both front and rear of bus. Lettering shall be placed as high as possible without impairment of its visibility. The background shall be a maximum of 12 inches by 36 inches and shall be either:

(A) Retroreflective material that conforms to the retroreflectivity requirements of section (59); or

(B) Illuminated.

(b) A warning sign shall be installed on the rear of all school buses calling attention to the school bus stop law. It shall be located in the most attainable vertical center of the rear emergency door, between the

upper and lower windows. Signs on rear engine transit type buses shall be vertically centered and horizontally adjacent to the left and right upper brake lights. Sign shall be either:

(A) A decal with white retroreflectorized letters that conforms to the retroreflective requirements listed in section (59) of this rule mounted on a flat black background. The word message shall be centered horizontally and vertically on the decal. The decal shall have the lettering shown below:

UNLAWFUL TO PASS (3 inches in height)

WHEN (1 inches in height)

RED LIGHTS FLASH (3 inches in height) or:

(B) An electronic sign that displays warning messages to motorists. The electronic sign:

(i) Shall be sealed weather tight construction approximately 23.5 X 8.75 X 1.5 in size.

(ii) Shall be connected to the school bus safety lights;

(iii) Shall alternately flash the word message "CAUTION" and the word message "STOPPING" when the amber school bus safety lights are active. The letters in the word messages shall be amber with a minimum height of three inches;

(iv) Shall alternately flash the word message "STOP" and the word message "DO NOT PASS" when the red school bus lights are active. The letters in the word messages shall be red with a minimum of three inches;

(v) May flash or display the word message "CAUTION" or the word message "CAUTION STOPPING" when the hazard lights are activated. The letters in the word message shall be amber with a minimum height of three inches;

(vi) May flash or display the word message "CAUTION" when the backup lights are activated. The letters in the word message shall be amber with a minimum height of three inches;

(vii) Shall have a minimum viewing angle of 15 degrees on each side of the perpendicular axis;

(viii) Flashing messages may be controlled by the hazard light and school bus safety light flashers;

(ix) Word and picture messages shall be clearly visible in direct sunlight from a distance of 500 feet along the axis of the vehicle; and

(x) L.E.D. lights, if used, shall be of sufficient quantity to result in a clear and legible message.

(C) An electronic sign that displays warning messages to motorists may be placed on the front of the bus provided that:

(i) There is an electronic sign on the back of the bus per section (B) above;

(ii) The sign shall only be wired to the amber and red bus safety lights; and

(iii) The sign shall be mounted below the windshield, vertically centered.

(D)(i) If a Stop Arm Camera system as described in section (11) is installed, the warning sign shall include a decal that shall have the lettering shown below in white retroreflectorized letters that conforms to the retroreflective requirements listed in section (59) of this rule mounted on a flat black background:

CAMERA IN USE (3 inches in height)

(ii) If space will not permit this lettering below the other three required lines of text, it may be applied below the rear door window.

(c) The name of the school district, private school, or parochial school, and contractor name if applicable, shall be placed on the left and right sides of the bus. The name shall appear in the area directly below the side windows and the letters and figures in the name shall not be less than four inches nor more than seven inches in height and of proportionate width;

(d) School team name or contractor's insignia may be placed above the side windows on the front portion of the bus body. All such lettering must be approved by the Pupil Transportation Section of the Oregon Department of Education;

(e) One bus identification number at least four inches in height shall be placed on a flat vertical surface on each side and on the front and rear of the bus. At least one complete bus identification number shall be visible from any point 50 feet from the bus. Type A-1 and A-2 bus numbers may be three inches in height.

(f) Only signs and lettering approved by state law or by the regulations of the Department of Education shall appear on the inside or outside of a school bus.

(g) Optional identification and lettering may be added to the vehicle as outlined below:

(A) Bus identification number on top of the bus. Numbers shall be black and a minimum of 12 inches high;

(B) The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" in black letters on the battery compartment door in 2-inch capital series letters;

(C) Manufacture or dealer identification or logos. Placement must be approved by the Pupil Transportation Section of the Oregon Department of Education;

(D) Identification of fuel type on or adjacent to the fuel filler opening in 2-inch black capital series letters;

(E) Symbols, letters, or numbers not to exceed 64 square inches of total display near the entrance door, displaying information for identification by the students of the bus or route served;

(F) Buses designed and used for transporting children with special needs shall display the International Symbol of Accessibility below the window line. Such emblems shall be white on blue or black background, shall not exceed 12 inches square in size and shall be of a high-intensity retroreflective material meeting the requirements of Federal Highway Administration (FHWA) FP-85, Standard Specifications for construction of Roads and Bridges on Federal Highway Projects. Emblems (3) shall be located as follows: one on the front, one on the rear of the bus body or bumper, and one on the special service entrance. ~~may display universal handicapped symbols located near service entrance door and at the rear of the vehicle below the window line. Such emblems shall be white on blue, shall not exceed 12 inches square in size, and may be reflectorized.~~

(37) Inside Height:

(a) Clear inside body height for type A-1 buses shall be a minimum of 62 inches measured at any point on the longitudinal center line from the front vertical bow to the rear vertical bow.

(b) Clear inside body height for all other buses shall be a minimum of 72 inches measured at any point on the longitudinal center line from front vertical bow to rear vertical bow.

(c) Height requirements do not apply to air conditioning units installed in the passenger compartment when installed to manufacturer's specifications.

(38) Instruments, Gauges, and Indicators:

(a) Bus shall be equipped with the following instruments and gauges. (Telltale warning lights in lieu of gauges are not acceptable except as noted:

(A) Speedometer;

(B) Odometer, which will give accrued mileage including tenths of miles;

(C) Voltmeter: A graduated charge and discharge ammeter compatible with generating capacities is permitted in lieu of or in addition to a voltmeter;

(D) Oil-pressure gauge;

(E) Water temperature gauge;

(F) Fuel gauge;

(G) High beam headlight indicator light;

(H) Air pressure or vacuum gauge according to brake system used: Light indicator or gauge required on vehicle equipped with hydraulic-over hydraulic brake system;

(I) Turn signal indicator light;

(J) Tachometer on type B, C, or D buses. Tachometer is optional on Type A buses;

(K) Glow plug indicator light, where appropriate;

(L) Fog light indicator, if fog lights are installed;

(M) Bus safety light pilot lamps / monitors: Each bus shall be equipped with 2 illuminated pilot lamps, one amber and one red. The placement of these lamps shall be in accordance with other telltale light placement requirements in 49 CFR 571.101 Controls and Displays. Pilot lamps shall provide an unmistakable indication that the flasher system is operating and an unmistakable indication if any lamp is not operating or the system is not otherwise functioning normally.

(b) All instruments shall be easily accessible for maintenance and repair;

(c) Above instruments and gauges shall be mounted on instrument panel in such a manner that each is clearly visible to and lies within a 140-degree field of vision for a 95th percentile female anthropomorphic dummy while in normal seated position. Items installed after manufacture shall not block the view of any instrument or gauge listed above.

(d) Instrument panel shall have lamps of sufficient candlepower to illuminate all instruments and gauges and shift selector indicator for automatic transmission.

(e) All control and indicator lights shall be dimmable except telltale lights. Control and indicator lights may be controlled by one or two dimmer switches.

(39) Insulation:

(a) Ceiling and walls shall be insulated with proper material to deaden sound and to reduce vibration to a minimum.

(b) Thermal insulation that is fire-resistant, non-water absorbing, UL approved, with a minimum R-value of 5.5 shall be installed in the ceiling and walls;

(c) If floor insulation is desired it shall be installed in accordance with the floor section of this rule.

(40) Interior:

(a) Interior of bus shall be free of all projections, including but not limited to luggage/book racks or attendant hand holds, that can cause injury in the event of a collision or rollover. Padded and full enclosed overhead storage above the seating area is allowed.

(b) The ceilings and walls shall have an inner lining.

(c) If ceiling is constructed with lap joints, forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged or otherwise treated to minimize sharp edges;

(d) Buses shall assure noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 DBA when tested according to the Noise Test Procedure.

(41) Lamps and Signals:

(a) All lamps, signals, and reflectors shall comply with the design and performance requirements of FMVSS No. 108, Lamps, reflective devices, and associated equipment; Oregon Revised Statutes, Chapter 816, Vehicle Equipment: Lights; and Oregon Administrative rules, Chapter 735, Division 108, Lighting Equipment applicable to that type of lamp, signal or reflector.

(b) The following lights shall be installed with any additional requirements listed:

(A) Back-up lamps: The bus shall be equipped with 2 white rear back-up lamps that have a minimum illuminated area of 12 square inches. If back up lamps are placed in the same horizontal line as the tail-stop lamps and turn signal lamps, they shall be to the inside.

(B) Back-up warning alarm: An automatic audible alarm shall be installed on the rear of the bus that complies with SAE 994 Back-Up Alarm Standard specifying a minimum of 97±4db(A).

(C) Bus Safety Lights:

(i) Shall have red and amber flashing lights installed in accordance with SAE Standard J887. Each amber light shall be located near each red signal lamp, at the same level, but closer to the vertical centerline of the bus.

- (ii) The area around each lens of the bus safety lights shall be painted black, extending outward a minimum of 3 inches where practicable.
- (iii) The front bus safety lights shall be visible either directly or indirectly from inside the bus.
- (iv) A separate fuse or circuit breaker, adequate to prevent damage to the system in the event of a short circuit, shall be provided between the power source and flasher system.
- (v) The system shall be wired so that the system is activated by a manually operated spring-loaded switch that is clearly labeled and distinguishable from other switches.
- (vi) A circuit master switch, if installed, shall be part of the activation switch outlined in subparagraph (v) of this paragraph.
- (vii) Buses equipped with power-controlled entrance doors may have an additional spring loaded switch that will activate the red school bus safety lights prior to opening the entrance door or keep the red bus safety lights on after closing the entrance door.
- (viii) The flashing mechanism shall be capable of carrying the full current load of the signal system.
- (ix) Each lamp shall have a minimum illumination area of 38 square inches, flash a minimum of 60 times per minute, and be clearly visible in direct sunlight from a distance of 500ft along the axis of the vehicle.
- (x) The Bus Safety Light System shall operate as follows:
  - (I) The bus safety light activation switch shall activate the amber safety lights when the entrance door is closed or red safety lights when the entrance door is open;
  - (II) When amber safety lights are activated, they shall automatically deactivate and the red safety lights shall automatically activate when the entrance door is opened; door switch shall not have more than two positions to open or close door;
  - (III) Once active, the red safety lights shall automatically deactivate when the entrance door is closed; No bus safety lights shall activate when the entrance door is opened without first pressing the bus safety light activation switch;
  - (IV) The amber bus safety lights and red bus safety lights shall not flash at the same time.
  - (V) There shall be a canceling switch that will deactivate the bus safety lights and activation sequence if they are accidentally activated or if the driver discovers there is no need to make a stop after activating the switch.
- (D) Clearance lamps;
- (E) Headlamps;
- (F) Identification Lamps;
- (G) Fog lamps may be installed:
  - (i) Fog lamps shall be mounted symmetrically around the front centerline of the bus, below the headlights not less than 12 inches, no more than 30 inches above the ground;

(ii) Fog lamps shall be wired to a separate switch and pilot light and shall only come on when the low beam head lights are on.

(H) Interior dome lamps: Interior lamps shall be provided which will adequately illuminate interior aisles. There shall be at least one interior lamp for every two rows of passenger seats. One or two rear dome lamp(s) shall be wired through a separate switch unless there are less than five rows of seats.

(I) Reflectors;

(J) Side Marker Lamps;

(K) Step well Lamp: A step well lamp shall be provided which will adequately illuminate the entire step well. The lamp circuit shall be wired through the headlamp or clearance lamp system and shall be activated only when the door is opened.

(L) Strobe Lamp: A white flashing strobe lamp may be installed on the longitudinal center of the roof on the rear third of the bus, but no closer than one foot from the rear of the bus.

(i) The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than 6-1/2 inches, or exceed maximum legal vehicle height.

(ii) The lamp shall have a separate switch and be wired through the vehicle hazard lamp system. A pilot lamp to indicate when the light is in operation is required.

(M) Tail lamps & Stop lamps: Buses shall be equipped with four combination red tail-stop lamps.

(i) Two combination lamps with a minimum 38 square inches of illuminated area shall be mounted immediately inside of, and in line with, the rear turn signal lamps.

(ii) Two combination lamps with a minimum 12 square inches of illuminated area shall be placed on the rear of the bus between the beltline and the floor line. The horizontal centerline of the lights shall be a maximum of 12 inches above the floor line. The beltline shall be defined as the horizontal section defined by the lower edges of the passenger windows and the top of the seat cushion-level rub rail.

(iii) Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated.

(N) Turn Signals:

(i) Front signals shall either:

(I) have a minimum illuminated area of 38 square inches; or

(II) be manufacturer's standard front turn signals for Type A.

(ii) Rear signals shall have a minimum illuminated area of 38 square inches and be placed as wide apart as practical with the horizontal centerline a maximum of 12 inches below the rear window.

(iii) Side signals: A turn signal lamp with a minimum of 4 candlepower shall be mounted on each side of the bus at approximately seat level height, located to the rear of the entrance door on the right side, and to the rear of the stop arm on the left side. Side turn signals should be in approximately the same location on each side of the bus. Additional side turn signals may be installed if the horizontal centerline is the

same for all side turn signals, and additional signals are in the same approximate location on each side of the bus.

(iv) All turn signal lamps shall be amber in color.

(v) All turn signal lamps shall be independent units and connected to turn signal switch and four-way hazard warning switch that will cause all turn signals to flash simultaneously.

(42) Metal Treatment:

(a) All metal used in construction of bus body shall be zinc- or aluminum-coated or treated by equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels and floor sills; excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts;

(b) All metal parts that will be painted shall be (in addition to above requirements) chemically cleaned, etched, zinc-phosphate coated and zinc-chromate or epoxy primed or conditioned by equivalent process;

(c) In providing for these requirements, particular attention shall be given lapped surfaces, welded connections of structural members, cut edges, punched or drilled hole areas in sheet metal, closed or box sections, un-vented or un-drained areas and surfaces subjected to abrasion during vehicle operation;

(d) As evidence that above requirements have been met, samples of materials and sections used in construction of bus shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

(43) Mirrors:

(a) Exterior Mirror Systems:

(A) Bus shall be equipped with mirror systems complying with 49 CFR Part 571, FMVSS 111 as adopted by the National Highway Traffic Safety Administration for December 3, 1993 implementation, plus all applicable standards specified in this rule;

(B) Manufacturer shall certify compliance with mirror and direct/indirect visibility standards listed in the aforementioned FMVSS 111.

(b) Interior Mirror:

(A) Interior mirror shall be either laminated or tempered. Mirror shall be a minimum of 6" x 30". Mirror shall have rounded corners and protected edges;

(B) Type A buses shall be equipped with a mirror that is 6" x 16" or providing at least 96 square inches of flat mirror surface;

(C) Bus seller shall certify compliance with mirror and direct/indirect visibility standards listed in the aforementioned FMVSS 111 and provide a copy to used bus purchasers when certification is not available from manufacturer for all buses manufactured prior to January 1, 1994.

(44) Mobile Data Terminal (MDT): A school bus may be equipped with a MDT which meets all of the following specifications:

(a) The MDT shall be installed so that it does not block any windows, mirrors, operational controls, gauges, or telltale indicator lights.

(b) Unless used as a navigation aid, the MDT display shall be blank anytime that:

(A) The vehicle transmission is not in the park position, or for a vehicle that does not have a park position, anytime that the vehicle is not in neutral and the parking brake is not engaged; or

(B) The bus safety lights are operating

(c) If used as a navigation aid, the MDT may display a map of the route instead of a blank display when required.

(d) The MDT shall not accept driver input or other interaction at any time that the screen is to be blank or displaying a map as required in this section.

(45) Mounting:

(a) Chassis frame shall support rear body cross member. Bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of body from chassis under severe operating conditions;

(b) Body front shall be attached and sealed to chassis in such manner as to prevent entry of water, dust or fumes through joint between chassis cowl and body;

(c) When floor is provided by bus body manufacturer, adequate insulating padding shall be placed at all contact points between body and chassis frame. Insulating material shall be approximately 1/4-inch thick and shall be so attached as to prevent movement under severe operating conditions.

(46) Mud Flaps:

(a) Mud flaps or splash aprons are required for rear wheels on all school buses;

(b) Flaps shall be of heavy-duty rubberized material or equivalent and shall extend at least the full width of tires from a point above the center of the tires to a point not more than ten inches above the surface of the highway when such vehicle is empty.

(47) Oil Filter: Oil filter of replaceable element or cartridge type shall be provided and shall be connected by flexible oil lines if it is not built-in or engine mounted design. Oil filter shall have a capacity in accordance with the engine manufacturer's recommendation.

(48) Openings: All openings in floorboard or firewall between chassis and passenger-carrying compartment, such as for gearshift lever and parking brake lever, shall be sealed. Access plates to cover openings shall have adequate gaskets and be fastened securely.

(49) Overall Length: Maximum length for school buses shall be limited to 45 feet.

(50) Overall Width: Overall width of bus shall not exceed 8.5 feet. The mirrors may exceed the maximum allowable width by a distance of not greater than five inches on each side of the vehicle.

(51) Overhang: Body shall be so mounted as to comply with requirements described in chassis weight distribution standard. Body length extending beyond the rear axle shall not exceed three-fourths the length of the vehicle's wheel base per Oregon Vehicle Code.

(52) Passenger Load:

(a) Actual gross vehicle weight (GVW) is the sum of the chassis wet weight, plus the body weight, plus the driver's weight, plus total seated pupil weight:

(A) For purposes of calculation, the driver's weight is 250 pounds;

(B) For purposes of calculation, the pupil weight is 120 pounds per pupil.

(b) Actual gross vehicle weight (GVW) shall not exceed the chassis manufacturer's gross vehicle weight rating (GVWR) or gross axle weight rating (GAWR) for the chassis;

(c) Manufacturer's gross vehicle weight rating and other chassis information shall be furnished by the manufacturer, the manufacturer's representative or seller to the Oregon Department of Education on forms furnished by the department.

(53) Power and Gradeability: Gross vehicle weight (GVW) shall not exceed 165 pounds per net published horsepower of the engine at the manufacturer's recommended maximum number of revolutions per minute.

(54) Power Lift: A power lift may be installed

(a) Vehicle lifts and installations shall comply with the public use lift requirements set forth in 49 CFR 571.403, Platform Lift Systems for Motor Vehicles, and 49 CFR 571.404, Platform Lift Installations in Motor Vehicles. This rule change applies to buses manufactured after December 27, 2004.

(b) Lifting mechanism shall be located on the right side of the bus and be capable of lifting a minimum load of 800 pounds;

(c) When the platform is in the fully upright position, it shall be locked in position mechanically by means other than a support, or lug in the door;

(d) Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure. If equipped with a control switch flex cord, the cord shall be installed to minimize entanglement with lift mechanism;

(e) Power lifts shall be so equipped that they may be manually raised and lowered in the event of power failure of the power lift mechanism;

(f) Lift travel shall allow the lift platform to rest securely on the ground;

(g) All edges of the platform shall be designed to restrain wheelchair and operator's feet from being entangled during the raising and lowering process;

(h) Lift platform shall have a minimum usable area of 30 inches by 48 inches;

(i) Platform shall be fitted on both sides with full width barriers which extend above the floor line of the lift platform;

(j) A restraining device shall be affixed to the outer edge (curb end) of the platform that will prohibit the wheelchair from rolling off the platform when the lift is in any position other than fully extended to ground or desired platform level. Minimum height of device/barrier shall be four inches;

(k) A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in subsection (h) of this section. The lift platform must be skid resistant;

(l) A circuit breaker or fuse shall be installed between power source and lift motor if electrical power is used;

(m) The lift mechanism shall be equipped with adjustable limit switches or bypass valves to prevent excessive pressure from building in the hydraulic system when the platform reaches the full up position or full down position;

(n) Sharp corners or projections of the lift which are likely to cause injury to passengers in the event of a collision or rollover shall be padded with impact absorbing material;

(o) There shall be no exposed areas on lift mechanism or adjacent to lift that could cause injury to children while lift is in motion;

(p) Power unit for lift shall be located so as not to restrict or impair center aisle space or foot and leg room between seats;

(q) If body floor section serves as a portion of the lift platform, the adjacent under-floor areas on three sides shall be closed off with shields when platform is in the lowered position;

(r) Platform shall be confined within the perimeter of the school bus body when not extended, in no way attached to the exterior sides of the bus.

(55) Racks: The installation of any kind of exterior luggage rack outside the bus is prohibited. This does not prohibit enclosed luggage compartments.

(56) Radios and Public Address Systems:

(a) Buses shall be equipped with a public address system having interior and exterior speakers and a switch to separate inside and outside speaker systems.

(b) AM/FM/audio radio may be installed.

(c) Interior speakers mounted in the ceiling panels or side panels shall be either flush mounted or may protrude not more than 1-1/2 inches if the speaker housing is free of any corners or projections which can cause injury by striking with the head or in the event of a collision or rollover. Speakers protruding more than 1-1/2 inches may be mounted in the vertical end panels above the windshield or back windows as long as speakers are free of corners or projections that could cause injury;

(d) Speakers shall not be placed above any aisle or within four feet of the driver's seat back in its rearmost upright position;

(57) Ramps: a ramp may be installed on Type A buses:

- (a) Ramp shall utilize a special service entrance located on the right side of the bus that is not less than 30 inches in width;
- (b) Ramp shall be of sufficient strength and rigidity to support wheelchair, occupant and attendant. It shall be equipped with protective flange on each longitudinal side to keep wheelchair on ramp;
- (c) Floor of ramp shall be covered with nonskid material;
- (d) Ramp shall be of weight, and equipped with handle(s), to permit one person to put ramp in place and return it to storage place;
- (e) Provisions shall be made to secure ramp to side of bus for use without danger of detachment, and ramp shall be connected to bus at floor level in such manner as to permit easy access of wheels on wheelchair to floor of bus;
- (f) Ramp shall be at least 80 inches in length, and width of the ramp shall be adequate to accommodate wheelchairs up to 30 inches wide. Ramp shall be of one piece, or two 40-inch sections hinged to allow for storage;
- (g) Dustproof and waterproof enclosed container shall be provided.
- (h) Ramp shall not be stored in the passenger compartment.

(58) Retarder System: Retarder system, if installed, shall maintain the speed of the fully loaded school bus at 19.0 MPH on a seven percent grade for 3.6 miles without incurring damage to the retarder or vehicle.

(59) Retroreflective Material and Placement:

(a) Red: when used or required, red retroreflective material shall meet or exceed ASDM D4956 standards for type V super high-intensity sheeting and have a coefficient of retroreflection equal to or greater than:

- (A) 120 for an observation angle of 0.2 degrees and a light entrance angle of -4 degrees; and
- (B) 72 for an observation angle of 0.2 degrees and a light entrance angle of +30 degrees; and
- (C) 28 for an observation angle of 0.5 degrees and a light entrance angle of -4 degrees; and
- (D) 13 for an observation angle of 0.5 degrees and a light entrance angle of +30 degrees;

(b) White: when used or required, white retroreflective material shall meet or exceed ASDM D4956 standards for type V super high-intensity sheeting and have a coefficient of retroreflection equal to or greater than:

- (A) 700 for an observation angle of 0.2 degrees and a light entrance angle of -4 degrees; and
- (B) 400 for an observation angle of 0.2 degrees and a light entrance angle of +30 degrees; and
- (C) 160 for an observation angle of 0.5 degrees and a light entrance angle of -4 degrees; and

- (D) 75 for an observation angle of 0.5 degrees and a light entrance angle of +30 degrees;
- (E) Exception: white retroreflective material on the “unlawful to pass” sign shall meet or exceed ASDM D4956 standards for type I engineering grade sheeting and have a coefficient of retroreflection equal to or greater than:
- (i) 70 for an observation angle of 0.2 degrees and a light entrance angle of -4 degrees; and
  - (ii) 30 for an observation angle of 0.2 degrees and a light entrance angle of +30 degrees; and
  - (iii) 30 for an observation angle of 0.5 degrees and a light entrance angle of -4 degrees; and
  - (iv) 15 for an observation angle of 0.5 degrees and a light entrance angle of +30 degrees;
- (c) Yellow: when used or required, yellow retroreflective material shall meet or exceed ASDM D4956 standards for type V super high-intensity sheeting and have a coefficient of retroreflection equal to or greater than:
- (A) 470 for an observation angle of 0.2 degrees and a light entrance angle of -4 degrees; and
  - (B) 270 for an observation angle of 0.2 degrees and a light entrance angle of +30 degrees; and
  - (C) 110 for an observation angle of 0.5 degrees and a light entrance angle of -4 degrees; and
  - (D) 51 for an observation angle of 0.5 degrees and a light entrance angle of +30 degrees;
- (d) All retroreflective material shall maintain at least 50 percent of the coefficient of retroreflection for a minimum of six years.
- (e) Bumpers may be marked diagonally 45 degrees down to centerline of pavement with two-inch wide strips of black retroreflective material.
- (f) Rub Rails may have retroreflective black material.
- (g) The rear of the bus body shall be marked with strips of retroreflective yellow material that is a minimum of 1 inch and a maximum of 2 inches to outline the perimeter of the back of the bus. The horizontal strips shall be placed above the rear windows, and immediately above the bumper. Both horizontal strips shall extend to each rear corner of the bus. The vertical strips shall connect the two horizontal strips.
- (h) Each side of the bus shall be marked with yellow retroreflective material that extends for the entire length of the bus body and is either:
- (A) A background for the name of the school district identification required in section (36)(c) of this rule that is not less than 6 inches and not more than 12 inches in width; or
  - (B) A two-inch-wide strip that is between the beltline and the floor line;
- (i) Further retroreflective placement requirements can be found in: Emergency Exits (section 24 of this rule), Identification (section 36 of this rule), and Stop Arm (section 71 of this rule)
- (60) Rub Rails:

- (a) There shall be one rub rail on each side of bus at, or no more than 8 inches above, the seat cushion level which shall extend from rear side of entrance door completely around bus body (except for emergency door and access panel(s)) to point of curvature near outside cowl on left side;
- (b) There shall be one rub rail located 10 inches or less above the floor line which shall cover same longitudinal area as upper rub rail, except at wheel housing, and shall extend only to longitudinal tangent of right and left rear corners;
- (c) All rub rails shall be attached at each body post and all other upright structural members;
- (d) All rub rails shall be four inches or more in width, shall be of 16-gauge steel, suitable material of equivalent strength, and shall be constructed in corrugated or ribbed fashion;
- (e) All rub rails shall be applied to the outside body or outside body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For buses using rear luggage or engine compartment, rub rails need not extend around rear corners.
- (f) The bottom edge of the body side skirts shall be stiffened by application of a rub rail, or the edge may be stiffened by providing a flange or other stiffeners.

(61) Sanders and other traction assisting devices:

- (a) Sanders may be installed. When installed, sanders shall:

- (A) Be of hopper cartridge-valve type;
- (B) Have metal hopper with all interior surfaces treated to prevent condensation of moisture;
- (C) Be of at least 100 pound (grit) capacity;
- (D) Have cover on filler opening of hopper, which screws into place, sealing unit airtight;
- (E) Have discharge tubes extending to front of each rear wheel under fender;
- (F) Have no-clogging discharge tubes with slush-proof, nonfreezing rubber nozzles;
- (G) Be operated by electric switch with telltale light mounted on instrument panel;
- (H) Be exclusively driver-controlled.

- (b) Automatic traction chains may be installed.

(62) Seat Belts:

- (a) Driver's seat belt: A Type 2 seat belt shall be provided for the driver, a driver's seat with an integrated Type 2 seat belt may be substituted. Each belt section shall be booted to keep belt and the button or buckle type latch off floor when not in use. Shoulder belt assemblies on Type B, C, and D buses shall provide for a height adjustment of at least four inches at its upper point of attachment to the bus. Belt shall be anchored or guided in a manner at the seat frame to prevent the driver from sliding sideways when belt is in use. Locking retractors may be either an ELR (Emergency Locking Retractor) or an ALR (Automatic Locking Retractor). All ALR equipped buses received after July 1, 1989, must include an approved anti-cinching device;

(b) Passenger seat belts:

(A) On buses manufactured prior to October 21, 2011 with a GVWR of more than 10,000 pounds, Type 1 seat belts or Type 2 seat belts may be installed. The attachments, belts and installation shall meet the requirements of:

(i) 49 CFR 571.208 Occupant Crash Protection, 49 CFR 571.209 Seat Belt Assemblies, and 49 CFR 571.210 Seat Belt Assembly Anchorages, as they apply to school buses with a GVWR of 10,000 pounds or less; or

(ii) The voluntary Type 1 or Type 2 installation requirements outlined in 49 CFR 571.222 School Bus Passenger Seating and Crash Protection that take effect on October 21, 2011.

(B) On buses manufactured on or after October 21, 2011 with a GVWR of more than 10,000 pounds, Type 2 seat belts may be installed. Standards for voluntary installation of seat belts are outlined in 49 CFR 571.222 School Bus Passengers Seating and Crash Protection.

(C) On buses with a GVWR of 10,000 pounds or less, mandatory seat belt standards are outlined in 49 CFR 571.222 School Bus Passenger Seating and Crash Protection.

(63) Seats and Crash Barriers:

(a) Driver's seat shall be so located in relationship to the steering wheel that the driver may assume a natural position while driving, have a clear view of the road, and sufficient leg room to operate safely and effectively the brake and clutch pedals and accelerator without cramping or interference. Minimum distance between steering wheel and back rest of driver's seat shall be 11 inches. Driver's seat shall have a fore-and-aft adjustment of not less than four inches and shall on Type B, C, and D buses be capable of being raised and lowered at least three inches and shall be strongly attached to comply with acceptable installation procedures:

(A) For type B, C, and D buses, driver's seat shall be a high back (suspension) seat with a minimum seat back adjustment of 15 degrees, not requiring the use of tools, and with a head restraint to accommodate a 95th percentile female anthropomorphic dummy as defined in FMVSS 208. The driver's seat shall be secured with nuts, bolts, and washers or flanged-headed nuts. Type A buses may use manufacturer's standard driver's seat.

(B) Driver's seat positioning and range of adjustment shall be designed to accommodate comfortable actuation of the foot control pedal by 95 percent of the adult female population.

(b) Passenger Seats: In addition to the requirements of 49 CFR 571.222 School Bus Passenger Seating and Crash Protection, all passenger seats have the following requirements:

(A) All seats shall have minimum depth of 15 inches;

(B) In determining seating capacity of bus, the minimum allowable rump width shall be 13 inches;

(C) Seat, seat back cushion and crash barrier shall be covered with a material having a minimum 42-ounce finished weight, 54-inch width and finished vinyl coating of 1.06 broken twill, or other material with equal tensile strength, tear strength, seam strength, adhesion strength, resistance to abrasion, resistance to cold, and flex separation. Material shall meet or exceed the criteria contained in the School Bus Seat Upholstery Fire Block Test. (see Appendix);

(D) All seats shall be forward facing and shall be securely fastened to that part(s) of bus that support them with a nut-and-bolt type of fastener. Each seat leg shall be secured to the floor by a minimum of two nut-and-bolt type fasteners of at least grade 5 SAE strength. Sheet metal screw-type fasteners without a nut are not acceptable, except in areas where it is not possible to install a nut-and-bolt type fastener. Seats may be track mounted;

(E) If flexible track mounted seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions on a label permanently affixed to the bus to notify end user of seat installation requirements.

(F) No bus shall be equipped with jump seats or portable seats. Flip-up seats at side emergency exit doors are allowed;

(G) Seat spacing shall not be less than 24 inches between the front of the back of each seat and the rear of the back of the seat immediately ahead, measured at the center of the seat. The seat upholstery may be placed against the seat cushion padding, but without compressing the padding, before the measurement is taken.

(64) Shock Absorbers: Bus shall be equipped with front and rear double-acting shock absorbers compatible with manufacturer's rated axle capacity at each wheel location.

(65) Side skirts shall be 2 inches above the horizontal line between the center of the front spindle to the center of the rear axle, or lower. Measurement shall apply to an unloaded school bus located on a flat, level surface.

(66) Special Service Entrance:

(a) Bus bodies may have a special service entrance constructed in the body to accommodate a power lift;

(b) The special service entrance shall be at any convenient point on the right of the bus and far enough to the rear to prevent the door(s) from obstructing the right front regular service door when open;

(c) The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings;

(d) Entrance shall be of sufficient width and depth to accommodate various mechanical lifts and related accessories as well as the lifting platform. The minimum clear opening width shall be adequate to accommodate the minimum platform defined in section (54) of this rule;

(e) Door posts and headers from entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for service doors;

(f) A drip molding shall be installed above the opening to effectively divert water from entrance;

(g) A pad shall be placed at the top edge of the special service entrance that is at least three inches wide and one inch thick and shall extend the full width of the door opening.

(h) A single door or double door may be used for special service entrance;

(i) A single door shall be hinged to the forward side of the entrance. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the aerodynamic forces created by the

forward motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail;

(j) All doors shall open outwardly;

(k) All doors shall be weather sealed;

(l) All doors shall have positive non-hitchable fastening devices to hold doors in the open position;

(m) All doors shall be weather sealed and on buses with double doors, they shall be so constructed that a flange on the forward door overlaps the edge of the rear door when closed;

(n) When manually operated dual doors are provided the rear door leaf shall have at least a one-point fastening device to the header. The forward mounted door shall have at least three-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. These locking devices shall afford maximum safety when the doors are in the closed position. The door and hinge mechanism shall be of a strength that will provide for the same type of use as that of a standard entrance door;

(o) If optional power doors are installed the design shall permit manual release of the doors for opening and closing by the attendant from the platform inside the bus;

(p) Door materials, panels, and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body;

(q) Each door shall have windows set in a waterproof manner that are visually similar in size and location to adjacent non-door windows. Glazing shall be of the same type and tinting (if applicable) as standard fixed glass in other body locations;

(r) Door(s) shall be equipped with a device that will activate a green flashing signal located in the driver's compartment when door(s) is not securely closed and ignition is in "on" position;

(s) A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed;

(t) An interior light shall be placed to illuminate the area directly inside the special service door above the lift and be activated when the door is open. Circuit may be wired through step well light circuit.

(u) Buses equipped with special service entrance doors not currently in use for service to students with disabilities or power lift equipped, must assure that doors are in compliance with all requirements for right side emergency door, or all of the following:

(A) Be sealed and inoperable;

(B) Have no handles; and

(C) Have the words NOT AN EXIT placed in letters at least two inches high above the door on both the interior and exterior of the bus.

(67) Springs:

(a) Capacity of springs or suspension assemblies shall be commensurate with chassis manufacturer's gross vehicle weight rating;

(b) If rear springs are used, they shall be of progressive type. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf in addition to the main leaf.

(68) Steering Gear:

(a) Steering gear shall be approved by manufacturer and designed to assure safe and accurate performance when vehicle is operated with maximum load and at maximum speed;

(b) Steering mechanism that allows for external adjustment to correct for lost motion shall provide an accessible adjustment location;

(c) No changes shall be made in steering apparatus which are not approved by manufacturer;

(d) There shall be clearance of at least two inches between steering wheel and cowl, instrument panel, windshield, or any other surface;

(e) Power steering of the integral type is required;

(f) The steering system shall be designed to provide for means for lubrication of all wear-points, if wear points are not permanently lubricated.

(69) Steps:

(a) Service door entrance may be equipped with two-step or three-step step well. Risers in each case shall be approximately equal and shall not exceed 10 inches in height. When plywood floor is used on steel, differential may be increased by thickness of plywood used:

(A) First step at service door for type A-1, A-2, and B buses shall be not less than 10 inches and not more than 14 inches from ground, based on standard chassis specifications;

(B) Type C and D buses shall be equipped with a three-step step well. First step at service door shall not be less than 12 inches and not more than 16 inches from the ground based on standard chassis specifications.

(b) Steps shall be enclosed to prevent accumulation of ice and snow;

(c) Steps shall not protrude beyond side body line;

(d) Steps (if any) on Type A-1 and A-2 buses not manufactured originally as school buses may be chassis manufacturer's standard;

(e) At least one grab handle not less than 20 inches in length shall be provided to assist passengers during entry or egress in unobstructed locations inside doorway. Grab handle shall be designed, installed and maintained to minimize the opportunity for entanglement of passenger clothing and belongings.

(f) Step Treads:

(A) All steps, including floor line platform area, shall be covered with 3/16-inch rubber floor covering or other materials equal in wear resistance and abrasion resistance to top grade rubber;

(B) The step covering shall be permanently bonded to a durable backing material that is resistant;

(C) 3/16-inch ribbed or pebbled step tread shall have a 1-1/2-inch white or yellow nosing as integral piece without any joint;

(D) Rubber portion of step treads shall have the following characteristics:

(i) Special compounding for good abrasion resistance and high coefficient of friction;

(ii) Flexibility so that it can be bent around a 1/2-inch mandrel both at 130 degrees F and 20 degrees F without breaking, cracking or crazing;

(iii) Show a durometer hardness 85 to 95.

(E) Notwithstanding subsection (a) of this section, a spray on application type material may be used. Spray on material shall meet subsections (b) through (d) of this section. The material shall also be applied to the underneath exterior of the step treads if not otherwise covered by undercoating.

(70) Steps, Windshield Access: There shall be at least one folding step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning the windshield and lamps except when windshield and lamps are easily accessible from the ground. Standard does not apply to chassis not originally manufactured as school buses.

(71) Stop Signal Arms: Buses shall be equipped with stop signal arms mounted in accordance with the following requirements:

(a) Shall be installed on the left side of the bus; the vertical center of the stop blade shall be at least seven inches but not more than 14 inches below the window line, on the first body post to the rear of the driver or as close as practicable;

(b) A wind guard or mechanism defaulting the stop signal arm to a retracted state when not activated shall be provided. All sheet metal parts shall be 16-gauge metal or heavier;

(c) All parts of the assembly that are not color specific in 49 CFR 571.131 School Pedestrian Safety Devices shall be painted black;

(d) Shall be equipped with two, four-inch, double faced alternating flashing red lamps to be mounted centered on the vertical centerline of the stop arm near the perimeter of the sign with a minimum of 12 inches spacing between lamp centers. Lamps shall be LED or strobe

(e) The stop arm and lamps shall be wired to the circuit of the flashing red warning lamps mounted on the front and rear of the bus and shall operate simultaneously with the red bus safety lamps. Override switch is prohibited;

(f) Shall be retroreflectorized on both sides meeting the Retroreflective Materials standard (57) of this rule.

(g) Shall be either air, vacuum, or electrically operated:

(A) Air operated stop arms:

(i) Air may be supplied from an air accessory tank or from the first (wet) tank;

(ii) If source is from the first (wet) tank a pressure protection valve shall be installed to prevent the tank air supply from falling below 60 pounds;

(iii) Stop arm system must have a pressure regulating valve;

(iv) All fittings shall be brass.

(B) Vacuum operated stop arms:

(i) Vacuum shall be supplied from a separate accessory tank. Tank shall be protected by a check valve;

(ii) All fittings shall be brass.

(72) Sun Visor: Interior adjustable sun visor, not less than 6 by 30 inches in size, shall be installed above windshield in position convenient for use by driver. If transparent visor is used, it shall be of such material so as not to prevent distinguishing between the colors of red and green traffic signals. Type A-1 and A-2 may be equipped with manufacturer's standard visor. Visor shall have protected edges.

(73) Throttle: The force required to operate the throttle shall not exceed 16 pounds throughout the full range of accelerator pedal travel.

(74) Tires and Rims:

(a) Tires and rims of proper size and tires with load rating commensurate with chassis manufacturer's gross vehicle weight rating shall be provided. The use of multi-piece rims and/or tube type tires shall not be permitted;

(b) All tires on new buses shall be of same size. Load range of tires shall meet or exceed the gross axle weight rating as required by 49 CFR 571.120 Tire Selection and Rims for Vehicles Other Than Passenger Cars, and as indicated on the manufacturer's data plaque;

(c) If bus is equipped with spare tire and rim assembly, it shall be of the same size and load range as those mounted on the vehicle;

(d) A spare tire, when carried, shall be suitably mounted in an accessible location outside passenger compartment. Type A-1, and A-2 buses may have spare tire securely mounted in the rear corner of passenger compartment;

(e) Recapped tires are prohibited on the front of the bus;

(f) regrooved tires are not permitted on any bus;

(g) Minimum tread depth on tires shall be:

(A) Front axle — 4/32 inch;

(B) Rear axle — 2/32 inch.

(h) Tread depth shall be measured as follows: The minimum depth in any two adjacent major grooves at three locations spaced approximately equally around the outside of the tire but not on wear indicators.

(75) Tool Compartment: A metal container of adequate strength and capacity for storage of tire chains, tow chains and such tools as may be necessary, may be provided. Container may be located inside or outside of passenger compartment. If inside, it shall have a cover and positive type latch to prevent opening in event of a severe impact or bus rollover, and shall be attached to the floor with a nut and bolt fastener, or may be securely attached to a seat frame under a seat. If tool compartment is outside, it shall be lockable.

(76) Tow Hooks: Type C and D buses shall have two front and rear tow hooks that have sufficient strength to pull or be pulled by another vehicle of the same GVWR. Tow hooks shall be installed in order that no permanent distortion to the body or chassis will result if the bus must be towed.

(77) Transmission:

(a) Transmission shall have an input torque capacity greater than maximum net torque developed by engine.

(b) When automatic or semi-automatic transmission is used, it shall provide for not less than three forward and one reverse speed. The shift selector, if applicable, shall provide a detent between each gear position when shift selector is not steering column mounted. Type C and D buses shall be equipped with a transmission temperature gauge.

(c) When manual transmission is used, second gear and higher shall be synchronized. A minimum of three forward speeds and one reverse shall be provided.

(d) Automatic transmissions incorporating a parking pawl shall have a transmission shifter interlock controlled by the application of the service brake to prohibit accidental engagement of the transmission. All non-park pawl transmissions shall incorporate a park brake interlock that requires the service brake to be applied to allow release of the parking brake.

(78) Trash container: When used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement. It shall be installed in an accessible location in the driver's compartment, not obstruct passenger access to the entrance door and maintained to minimize the opportunity for entanglement of passenger clothing and belongings.

(79) Turning Radius:

(a) Chassis with a wheel base of 264 inches or less shall have a right and left turning radius of not more than 42 1/2 feet, curb to curb measurement;

(b) Chassis with a wheelbase of 265 inches or more shall have a right and left turning radius of not more than 44 1/2 feet, curb to curb measurement.

(80) Under carriage luggage compartments: Luggage compartments may be installed on the outside of the bus mounted below the floor level or in the rear of the bus. Access to compartments must be from the outside only. Compartment doors must have a positive retention to hold the doors open. Compartment doors must be lockable.

(81) Undercoating:

(a) The entire underside of the bus body, including floor sections, cross members and below floor-line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued to the bus manufacturer a notarized certification that the materials meet or exceed all performance requirements of SAE J1959, Corrosion Preventive Compound, Underbody Vehicle Corrosion Protection;

(b) The undercoating material shall be applied to the material manufacturer's specifications, including application method and recommended film thickness, and shall show no evidence of voids in the cured film.

(c) The undercoating material shall not cover any exhaust components of the chassis.

(82) Ventilation:

(a) Body shall be equipped with suitable, controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without opening of windows except in extremely warm weather;

(b) Static-type non-closable exhaust ventilation shall be installed in low-pressure area of roof.

(83) Weight Distribution:

(a) Weight distribution of fully loaded bus on level surface shall be such as to not exceed the manufacturer's front gross axle weight rating and rear gross axle weight rating;

(b) Weight distribution of fully loaded bus on level surface shall be such that no more than 75 percent of gross vehicle weight is on rear tires and no more than 35 percent is on front tires. Type B and D buses with engine inside front of body and entrance door ahead of front wheels shall have no more than 75 percent of gross vehicle weight on rear tires, no more than 50 percent on front tires. If entrance door is behind front wheels, no more than 75 percent of gross vehicle weight shall be on rear tires, no more than 40 percent on front tires. With engine in rear, no more than 75 percent of gross vehicle weight shall be on rear tires, no more than 40 percent on front tires.

(84) Wheel housing:

(a) The wheel housing opening shall allow for easy tire removal and service;

(b) Wheel housing shall be attached to floor sheets in such a manner as to prevent any dust, water or fumes from entering the body. Wheel housing shall be constructed of 16-gauge steel, or other material of equal strength;

(c) The inside height of the wheel housing above the floor line shall not exceed 12 inches;

(d) The wheel housing shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels;

(e) No part of a raised wheel housing shall extend into the emergency door opening.

(85) Wheelchair Tie Down and Occupant Restraint System (WTORS):

(a) A WTORS that meets 49 CFR 571.222 shall be provided for each fixed wheelchair location.

(b) A WTORS that meets 49 CFR 571.222 shall be provided for each flexible wheelchair location not occupied by a flexible track mounted school bus seat.

(c) The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by the manufacturers of all equipment/systems used.

(d) Adjustable and accessible positive fastening devices shall be provided, attached to floor or walls or both, that will securely hold wheelchairs or other type of ambulatory mobility devices in the event the vehicle is overturned and to prevent the wheels from leaving the floor in case of a sudden movement. All floor-mounted attachment devices shall be affixed with nut and bolt fasteners, except in areas where it is not practicable.

(e) Wheelchairs or other devices designed solely for use by handicapped or convalescent passengers may be positioned in a direction other than forward-facing only at the specific direction of the student's IEP when forward-facing positions are available;

(f) No fastening device shall be attached to any door;

(g) Wheelchair securement positions shall be located such that wheelchairs and their occupants do not block access to the lift door or exits.

(h) An ANSI/RESNA WC18 Compliant WTORS may be specified when transporting a wheelchair that is fully compliant with WC19 (2012), which includes a crash tested wheelchair-anchored pelvic belt.

(86) Wind ~~deflectors~~ Deflectors may be installed according to manufacturer's standards on the rear roof to deflect snow, dust and dirt from the rear window.

(87) Windshield and Windows:

(a) All glass in windshield, windows and doors shall be of approved safety glass so mounted that its identification mark is visible and of a quality to prevent distortion in any direction. All glazing materials shall be on the approved list of the Oregon Department of Motor Vehicles;

(b) Windshield shall be of safety plate glass AS-1 grade as specified by American National Standards Institute Safety Code Z26.1;

(c) Windshield glass may be heat absorbing and may have a horizontal gradient band starting slightly above the line of the operator's vision and gradually decreasing in light transmission to 20 percent or less at the top of the windshield in compliance with Federal Motor Vehicle Safety Standard 205;

(d) Glass in all side windows, doors and rear windows shall be AS-2 or better grade, as specified in ANSI Z26.1, or AS-4 coated abrasion resistant rigid plastic meeting requirements of Federal Motor Vehicle Safety Standard 205. Rigid plastic cannot be used for windshields or windows immediately to the left or right of the driver;

(e) Side windows shall conform to the following:

(A) Buses shall provide full drop or split sash windows which provide an unobstructed opening of at least 12 inches and not more than 14 inches in height, obtained by lowering the sash, and at least 22 inches in width. Type A-1 and A-2 buses may have a full drop or split sash windows which provide an unobstructed opening of at least 9 inches and not more than 13 inches in height, obtained by lowering the sash, and at least 22 inches in width, provided the bus has 2 swing-out windows. This requirement does not apply to emergency exit windows installed in compliance with section (24) of this rule

(B) One window on each side of the bus may be less than 22 inches in width. This window need not be split sash.

(C) Windows may be tinted.

(88)(a) Windshield Washers:

(b) Bus shall be equipped with windshield washers.

**Statutory/Other Authority:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120

**Statutes/Other Implemented:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120

**History:**

[ODE 55-2024, amend filed 10/25/2024, effective 10/25/2024](#)

[ODE 19-2021, amend filed 05/27/2021, effective 05/27/2021](#)

[ODE 5-2018, amend filed 02/21/2018, effective 02/21/2018](#)

ODE 40-2014, f. & cert. ef. 9-3-14

ODE 19-2012, f. & cert. ef. 6-14-12

**581-053-0320**

**Type 10 Driver Training and Approval**

Oregon Department of Education shall approve a type 10 driver who:

- (1) Is at least 18 years of age;
- (2) Possesses a valid driver license or commercial driver license;
- (3) Is not disqualified based on driving or criminal record as required in OAR 581-053-0050;
- (4) Receives emergency procedure and evacuation training, vehicle pretrip inspection training and all other training as determined necessary by the transportation entity;
- (5) Submits an application for type 10 driver approval signed by a supervisor certifying:
  - (a) The employer will immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050 and ensure that the driver complies with all applicable OARs;
  - (b) The applicant will be trained in first aid within 120 days of ODE approval. The applicant shall remain trained in first aid to maintain approval with ODE.
- (6) A type 10 driver may use a type 10 vehicle for a regular home to school route if:
  - (a) The applicant meets all minimum requirements for a type 10 driver listed in this rule;
  - (b) The applicant demonstrates the knowledge and ability to operate a type 10 vehicle safely and to perform related duties; and
  - (c) The applicant has passed a driving skills test and written knowledge test of laws and regulations if the applicant will be transporting students from home to school.
- (7) ODE shall maintain a list of approved drivers for each school district. The approved driver list ~~will be sent to each transportation entity twice a year, and~~ shall be made available on request.
- (8) Occasional/emergency use provision - A person who does not currently meet the driver requirements for a type 10 vehicle may be used on an occasional/emergency basis if such driver:
  - (a) Is judged competent by the local supervisor;
  - (b) Possesses a valid driver license or commercial driver license;
  - (c) Does not operate vehicles under this provision more than three days in any given fiscal year (July 1 to June 30); and
  - (d) Is not transporting students to and from school on regularly scheduled routes.
- (9) ODE may issue a certificate for a Type 10 driver to provide transportation for multiple transportation entities if an application is made by a transportation entity that will serve as sponsor for the certificate and maintain records of required training and testing of such a driver. Type 10 certificates shall expire two years after the date issued by ODE.

(10) Type 10 certificates shall be immediately invalid if:

(a) The driver fails to maintain first aid certification after the initial 120 day period; or

(b) The transportation entity notifies ODE that the driver is no longer employed with the entity or is no longer performing duties related to type 10 driving, and the entity is no longer ensuring the driver's compliance with applicable OARs.

**Statutory/Other Authority:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120

**Statutes/Other Implemented:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120

**History:**

[ODE 55-2024, amend filed 10/25/2024, effective 10/25/2024](#)

ODE 19-2012, f. & cert. ef. 6-14-12

**581-053-0615**

**Special Pupil Activity Bus (SPAB) Motor Carrier Requirements**

(1) Providers of SPAB services to Oregon Transportation Entities must receive a Certificate of Carrier Approval from ODE.

(2) ODE shall issue a Certificate of Carrier Approval to a provider of SPAB services if the provider submits:

(a) A complete ODE Certificate of Carrier Approval application form;

(b) A copy of insurance information obtained through Federal Motor Carrier Safety Administration (FMCSA's) SAFER site for approval as an interstate carrier; or a copy of insurance status with Oregon Department of Transportation Commerce and Compliance Division for approval as an intrastate-only carrier.

(c) Documentation of a safety rating of:

(A) "Satisfactory" from the USDOT within the last 3 years; or

(B) "1, 2, or 3" from Department of Defense (DOD); or

(C) Current copies of:

(i) A level 1 or 5 safety inspection report with the number of Commercial Vehicle Safety Alliance (CVSA) decal for each SPAB; and

(ii) Documentation that the provider has implemented an alcohol and controlled substance testing program in compliance with 49 CFR parts 40 and 382; and that all drivers seeking SPAB certification are enrolled in a random testing program for alcohol and controlled substance meeting all applicable requirements; and

(iii) Driver logs as requested by ODE during the past 6 months; and

(iv) List of SPABs by license plate number that will be used for student activities.

(3) Certificate of Carrier Approval shall expire one year after date of issuance.

(4) ODE may inspect records of vehicles and drivers at the carrier's facility. Failure to allow ODE to inspect records may result in revocation of the "Certificate of Carrier Approval".

(5) SPAB Carriers may only subcontract with carriers that possess a valid Certificate of Carrier Approval to provide SPAB services.

(6) A SPAB shall not be used for home to school transportation services.

(7) ODE shall revoke a "Certificate of Carrier Approval" for failure to maintain or meet requirements of this rule.

(8) The provisions of this rule apply to SPAB carriers providing services to Oregon schools and students.

**Statutory/Other Authority:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120  
**Statutes/Other Implemented:** ORS 327.013, ORS 820.100, ORS 820.105, ORS 820.110 & ORS 820.120

**History:**

[ODE 55-2024, amend filed 10/25/2024, effective 10/25/2024](#)

ODE 19-2012, f. & cert. ef. 6-14-12

## 581-053-0650

### Minimum Standards for All-Electric School Buses

An all-electric vehicle school bus shall meet all minimum standards for the applicable type of school bus as listed in OAR 581-053-0240 and all retrofit standards as listed in 581-053-0250 with the following modifications. All-electric vehicle school buses:

- (1) Shall meet all applicable FMVSS regulations.
- (2) Shall be exempt from the following standards:
  - (a) Air Cleaner
  - (b) Generator/alternator
  - (c) Exhaust system
  - (d) Fuel system
  - (e) Governor
  - (f) Gauges:
    - (A) Fuel gauge
    - (B) Oil pressure
    - (C) Water temperature
    - (D) Tachometer
  - (g) Oil filter
  - (h) Power & Gradeability
  - (i) Throttle
  - (j) Transmission
- (3) Electrical System shall not be required to have a cold cranking capacity, nor conform to a uniform voltage with the chassis for non-propulsive electrical components.
- (4) Buses utilizing a high voltage propulsion system (60 VDC or 30 VAC) shall comply with the following:
  - (A) The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.
  - (B) The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.

(C) Wire, cable, and conductor insulation in the High Voltage System shall provide adequate insulation for the voltage used and for ambient temperatures ranging from- 15°F to 120°F. All high voltage wiring/cabling shall be covered with bright orange loom or otherwise labeled as HIGH VOLTAGE.

(D) All high voltage circuits shall provide adequate and automatic protection against electrical overloads caused by short circuits or other excessive current conditions through the use of fuses, circuit breakers, and ground fault interruption.

(E) Each door, cover, or other panel that affords immediate access to any high voltage area shall be plainly marked with a hazard warning label which shall read WARNING—HIGH VOLTAGE or DANGER—HIGH VOLTAGE. This label shall be located in a highly conspicuous place.

(F) All high voltage access areas shall be secured to prevent unauthorized access. ~~Wiring installed as part of the electric propulsion system is not required to conform to a standard color coding system.~~

(5) Instrument Panel shall include:

(a) High Voltage battery state of charge,

(b) Motor Temperature,

(c) Battery available range in miles,

(d) Battery discharge and regeneration rate, and

(e) Battery temperature.

~~An equivalent display for electric propulsion power shall be required in place of a fuel gauge.~~

(6) Heaters need not be hot water type.

(7) Shall be equipped with an interlock device to prevent vehicle motion when connected to charging infrastructure.

(8) Identification: All paint, lettering, trim, and any other markings shall conform to existing minimum standards in place at the time of construction;

(a) Accepted colors shall be national school bus yellow or black for all markings;

(b) Lettering specifying electric drive may be used in place of fuel type decals, and shall meet the same requirements as fuel type decals;

(c) EV Identification label:

(A) Each EV school bus shall be identified with a permanent, diamond-shaped label located on the exterior vertical surface or near-vertical surface on the lower right rear of the school bus other than on the bumper of the vehicle.

(B) The label shall be a minimum of 4.7 inches long x 3.0 inches high.

(C) The marking in the label shall consist of a blue colored background, a border, and the letters "EV", 1-inch in height with the lightning bolt in the center.

(D) In addition to the location on the right rear, labels shall be affixed to each side of the school bus, rear of the entrance door and beneath the driver's window.

(ed) The graphical symbol ISO 7010 – W012 registered as IEC 60417-5036 “Dangerous voltage,” signifying a warning regarding electricity, may be applied to an all-Electric school bus;

(ed) Master cutoff location for high-voltage system shall be clearly labeled. Battery Disconnect Label:

(A) A permanent label with black 1” letters shall identify the location(s) of the battery disconnect switch or device.

(B) Any instructions may be printed adjacent to the switch or device in letters of ½ inches high

(f) The battery compartment door may be labeled with 2 inch lettering by the words “12V BATTERIES” to identify the location of the 12 volt batteries.

(g) The charging port may be identified in 1 inch lettering adjacent to the port location.

(9) Battery System:

(a) A 24-volt system may be installed, provided it can deliver 12-volt power to interior systems.

(b) Buses with high voltage battery electric powertrain shall be equipped with a low voltage battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

(c) High voltage battery assemblies shall be protected according to federal requirements.

(d) High voltage batteries shall have a main service disconnect that isolates the batteries and does not allow high voltage outside the battery pack.

(10) Battery System Protection:

(a) As part of the Battery Management System, EVs shall be equipped with an automatic shutdown to protect system components from damage caused by malfunctions such as charging/discharging faults, battery overheating, electrical overheating, degraded battery health, etc.

(b) Prior to automatic shutdown, a warning or maintenance indicator shall be displayed in the driver console to notify the driver of impending shutdown or the need for immediate maintenance and allow enough time to safely reposition and stop the bus. Gradual derating of propulsion shall occur prior to complete automatic shutdown.

(10) Charging Port:

(a) The high voltage batteries shall be equipped with a system that allows the batteries to be charged via a connection to the local electric utility grid. This connection shall be a Combined Charging System (CCS), North American Charging Standard (NACS), or SAE J1772, compatible with the charging equipment.

(b) The charging receptacle/port shall be mounted/located in accordance with manufacturer standards. The receptacle shall accommodate the minimum requirements for Level II AC charging DC fast charging.

(11) Electric Vehicle DC-DC CONVERTER

(a) A DC-DC converter shall be provided and deliver a minimum of 200 amps at 12VDC.

(b) The converter system shall incorporate a Ground Fault Interrupt (GFI) that disconnects/isolates the high voltage batteries in the event of a shorted circuit or water intrusion.

(12) Ignition System

(a) The ignition switch circuit shall be linked to the Battery Management System and will prevent the driving of the vehicle while it is connected to an external battery charging source.

(b) The high voltage system shall be designed so that when the ignition switch is off, the high voltage is disconnected.

(13) Regenerative Brakes: In addition to service brake specifications for combustion engine buses, Electric Vehicles (EVs) will be equipped with regenerative braking that utilizes the electric drive system in concert with the service brakes to slow the vehicle and return electrical energy to the battery system.

(14) Sound Generator: Electric and Hybrid school buses shall be equipped with a sound generator to warn pedestrians of the vehicle's approach. The sound generator shall conform to any applicable national standard recommendations.

**Statutory/Other Authority:** ORS 327.013, ORS 327.100, ORS 820.105, ORS 820.110 & ORS 820.120

**Statutes/Other Implemented:** ORS 327.013, ORS 327.100, ORS 820.105, ORS 820.110 & ORS 820.120

**History:**

[ODE 55-2024, amend filed 10/25/2024, effective 10/25/2024](#)

[ODE 5-2020, adopt filed 03/20/2020, effective 03/20/2020](#)

# Oregon State Board of Education

## September 18, 2025

AGENDA ITEM: Pupil Transportation Rule Updates

<p><b>SUBJECT:</b> Pupil Transportation Rule Updates 2025 <b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Changes to Oregon school bus minimum standards following the national congress on school transportation in May (NCST) to align Oregon's requirements with the national standards as required in statute, and technical fixes addressing intrastate activity bus carriers, on request delivery of training histories, and clarification on type of driving record for driver applications.</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"/> <b>First Reading</b> <input checked="" type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> <b>No Presentation</b></p> <p><input type="checkbox"/> <b>Action</b> <input type="checkbox"/> <b>Temp Rule</b> <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> <b>No Presentation</b></p>
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### BACKGROUND

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Oregon Department of Education has been given the responsibility by the legislature for oversight and regulation of school transportation since the late 1970s, and in that time has maintained an excellent safety record among its district partners, contracted transportation providers, and other operators serving K-12 education programs. A significant reason for this success in safe and equitable transportation has been the development and maintenance of detailed regulations on what is permissible for use in the transportation of students.

The National Congress on School Transportation (NCST) is the voluntary body of representatives from states across the nation that convenes to review and revise the National School Transportation Specifications and Procedures Manual from which states draw their own requirements for pupil transportation vehicle construction and design. Oregon is statutorily required to align with these standards under ORS 820.100 (4)(b), stating that Oregon pupil transportation vehicle standards “shall be consistent with minimum uniform national standards, if such standards exist.”

The NCST convened in May 2025; Oregon attended with a delegation of state employees and district transportation supervisors to offer input and vote on the proposed changes to the National School Transportation Specifications and Procedures Manual. Following the conclusion of the congress, Oregon’s Pupil Transportation & Fingerprinting unit staff adapted Oregon’s Administrative Rules in light of the new changes to align with the newest national standards. While the board does have discretion to adopt or reject the proposed changes, state law does require that Oregon’s pupil transportation vehicle standards be substantially aligned with the NCST manual.

Special Pupil Activity Bus (SPAB) is the term given in rule for a motorcoach used to transport students for activity trips. OAR has made provision for this category since 2012 to provide options for school activity trips when time, distance, or driver availability might otherwise make such a trip difficult to schedule. In the last school year, a few small businesses that only operate in intrastate commerce (within Oregon only) brought to light the fact that Oregon’s SPAB carrier rule requirements require application materials that limit successful applications to interstate carriers. The proposed rule change presented aims to

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hold intrastate carriers to the same equivalent standards applicable to interstate carriers and remove barriers to successful carrier application with ODE.

ODE's Pupil Transportation unit has provided summary reports of active driver lists and school bus driver training histories as an aid to pupil transportation operations serving schools. Previously, these materials were provided by mail to transportation operations, but with the streamlining of electronic process and communications, the unit has been able to provide training histories on demand, and does so frequently at our customers' requests. The proposed rule change removes the twice yearly mandated distribution to avoid redundancy in the unit's work and make clear the option for customers to request those materials as needed.

In review of driver application procedures, it became clear that the only way ODE staff can make a clear and appropriate decision regarding a driver with out-of-state driving history is by ensuring that an official driving record from a state driver licensing agency is provided; other third-party record search options may be available, but are not from the authoritative agency to document ODE's decision. The proposed language will also account for driving history documents which come from outside the United States ("or other jurisdiction").

A summary of the proposed changes follows:

- 581-053-0240: changes to school bus construction standards to align with 2025 NCST updates.
- 581-053-0650: changes to electric-powered school bus construction standards to align with 2025 NCST updates.
- 581-053-0615: technical adjustment to requirements for Special Pupil Activity Bus (SPAB) carriers to allow those who only operate as intrastate (within Oregon) the same opportunity as interstate carriers.
- 581-053-0220: change to provide school bus driver list and training history records on request rather than on a twice yearly basis.
- 581-053-0320: change to provide activity vehicle driver list on request rather than on a twice yearly basis.
- 581-053-0050: specification of an official driving history from a state driver licensing agency for driver applicants with out-of-state driving history, and broadening rule language to account for applicants with international driving history.

This is an "omnibus" rulemaking, addressing a number of smaller technical matters related to pupil transportation within the state of Oregon. It is anticipated that these changes will result in an equal or greater degree of safety for the pupils and program staff transported in Oregon, and should present no burden or inconvenience to the students enrolled in Oregon schools.

## **SUMMARY OF PREVIOUS BOARD ACTION**

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The board has reviewed changes to the Oregon minimum standards whenever changes are deemed necessary, including for previous revisions of the national standards. On other topics, the board has not had previous action. This is the first time the current proposed changes have been brought to the current state board.

# Oregon State Board of Education

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## HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

## POLICY ISSUE OR CONCERNS

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Oregon supervisors and maintenance managers contributed to the reivew of the NCST proposals, both in 2020 before the cancellation of that year's intended congress, and in advance of the 2025 event. Some particpated as members of the delegation to provide practical input from their operational experience to guide the delegation's responses during the congress.

Changes to the SPAB carrier rule were drafted after learning that certain Oregon carriers were effectively barred from offering their services on a technicality. In at least one case, the carrier had been previously approved when they were operating in interstate commerce, but no longer qualified when they became an intrastate-only carrier on the rule's technical wording. Since ODE hopes to encourage success of small businesses that contract transportation services with Oregon schools, the proposed changes were drafted after consultlation with our Department of Justice and Department of Administrative Services contacts.

Changes to the adminstrative process rules for driver appliations are presented in an effort to adequately document and communciate driver approval and certificate status to our customers operating transportation programs for Oregon schools. Once the appropriate updates were identified based on a review with unit staff, rules were drafted to account for a modernized and streamlined approach to the work.

All changes have demonstrable impacts in establishing or increasing the safety of students, employees, and the general public and are proposed to that aim, and are intended to include historically underserved communities in that effort. No barriers to more equitable outcomes have been identified in preparation of the proposed rule changes.

## EQUITY IMPACT ANALYSIS

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Upon review from an equity perspective, no negative equity impacts have been identified in preparation of these changes.

## FISCAL ANALYSIS

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Some changes to the minimum standards for Oregon school buses may result in increases to the total cost of new vehicle acquisition. These costs will typically be eligible for reimbursement from the state school fund as any eligible asset or cost is under Oregon Administrative Rule 581-023-0040.

# Oregon State Board of Education

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## EFFECT OF A "YES" OR "NO" VOTE

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A Yes vote will allow Oregon's minimum standards for school buses and activity vehicles to align with national standards as required by statute, and account for technical changes deemed prudent or necessary for ODE's administration of pupil transportation programs.

A No vote will require additional consideration to determine how to otherwise align Oregon's minimum standards for school buses and activity vehicles as required by statute, and account for technical changes deemed prudent or necessary.

## STAFF RECOMMENDATION

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

## ATTACHMENTS

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- Attachment 1: Draft of OAR 581-053-0240
- Attachment 2: Draft of OAR 581-053-0650
- Attachment 3: Draft of OAR 581-053-0615
- Attachment 4: Draft of OAR 581-053-0220
- Attachment 5: Draft of OAR 581-053-0320
- Attachment 6: Draft of OAR 581-053-0050

## Summary

**Meeting Date:** 9/18/2025

**Title:** Social Science Instructional Materials

**Status:** First Reading

**Presentation:** Yes

**Key Staff:** Deirdre Banning-Shaughnessy, Amit Kobrowski, Vanessa Martinez; Standards and Instructional Supports Office of Teaching, Learning, and Assessment

**Topic Summary:** Rules 581-011-0070 and 581-011-0071 instruct the State Board of Education to adopt a list of basal (comprehensive) instructional materials annually in the subject matter cycle adopted by the Board according to the criteria adopted by the Board under OAR 581-011-0117. The social science basal instructional materials list is ready for the Oregon State Board of Education to review and adopt.

## ODE Education Equity

### Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

## **BACKGROUND AND NEED**

*Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.*

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

Utilizing the State Board of Education adopted criteria, the State Board of Education adopts instructional materials on a seven-year subject matter cycle prior to October 31 each year. School Districts use the adopted instructional materials list to guide purchasing decisions for K-12 instructional resources. This state-level adoption process provides significant cost savings and quality assurance for all Oregon districts. Traditionally, the adoption results in a seven-year contract with publishers for the content area proposed for adoption. School districts may choose instructional materials from the adopted state list or complete an independent adoption.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

# Oregon State Board of Education Docket



- ORS 337.050, OAR 581-011-0070 and OAR 581-011-0071: Instruct the State Board of Education to adopt a list of basal (comprehensive) instructional materials annually in the subject matter cycle adopted by the Board.

The statute and rules are prescriptive in requiring adoption but provide flexibility in evaluation criteria and local district implementation.

### 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

This is a first reading of the social science instructional materials. The Board last adopted instructional materials for Social Science in 2019. The new Oregon Social Science Standards were adopted by the Board in June 2024. The updated Instructional Materials Evaluation criteria were presented to the State Board in December 2024 and adopted in January 2025.

### 4. Why is this item coming before the Board now?

The timing for a Board review and adoption in September and October is aligned to the relevant ORS and OARs.

### 5. Who requested or brought about the need for this item? (Select all that apply.)

- ODE Staff
- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon’s nine federally recognized tribes: \_\_\_\_\_
- Other: \_\_\_\_\_

## ENGAGEMENT STRATEGY AND LEARNINGS

*The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon’s nine federally recognized Tribes, other state agencies, and external partners.*

## Oregon State Board of Education Docket



6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

Prior to presentation to the Board, ODE convenes a committee of K-12 educators to review submitted instructional materials. The utilization of a statewide committee provides the Department of Education and the Board with diverse perspectives and insights from classroom social science teachers. The committee was selected based on regional and school district setting to balance urban, suburban, and rural representation. During the summer of 2025, the Social Science Instructional Materials Evaluation Committee, composed of K-12 social science educators, received a combination of synchronous and self-paced training. Committee members participated in an equity training, reviewed information on the academic content standards and adoption criteria, and training on Ratings, Consensus, & Feedback which provided clarity on how to determine group scores and provide high-quality feedback. Additionally, the committee received technical guidance on scoring and writing high-quality feedback statements.

The evaluation criteria center equity. In addition to the requirement in part 1 of the Criteria and Rubric to align to the new inclusive social science standards, the focus of part 2 of the criteria is “Equitable Student Engagement and Culturally Responsive Pedagogy.

7. After consulting with ODE’s Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon’s nine federally recognized tribes? (For more information, please reference ODE’s [Tribal Consultation Toolkit](#).)

- No  
 Yes – Both Consultation and Communication.  
 Yes – Only Communication.

8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon’s students, or otherwise contribute to the climate of Oregon’s school systems? If so, please select from the below list.

- N/A; this item does not intersect with other state entities.  
 Oregon Health Authority (OHA)  
 Department of Early Learning and Care (DELIC; formerly ELD)  
 Educator Advancement Council (EAC)  
 Higher Education Coordinating Commission (HECC)  
 Youth Development Oregon (YDO)  
 Teacher Standards and Practices Commission (TSPC)  
 Oregon Housing and Community Services (OHCS)  
 Other: \_\_\_\_\_

## Oregon State Board of Education Docket



If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

Please enter your answer here

**9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

- Northeast Oregon
- Central and Southeast Oregon
- Southwest Oregon
- Willamette Valley and Central Coast
- Northwest Oregon
- Tribal lands
- Other: State-wide

**Why did your office/team focus on the above geographical perspective(s)?**

The list of social science materials is intended for use by school districts across the state. It is important that the perspectives of teachers from each region are part of the evaluation committee. The final committee was representative of nearly every ESD, including rural, suburban, and urban school districts.

**10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

During the revision and roll-out of the 2024 Social Science Standards, educators consistently emphasized the need for instructional materials that authentically integrate Tribal History, Ethnic Studies, Holocaust and Genocide Studies, and Civics education rather than treating them as add-on components. Committee members noted that existing materials lacked sufficient depth in these areas and often presented superficial or tokenistic coverage of diverse perspectives.

Key feedback from the evaluation committee included:

- The importance of materials that present multiple perspectives on historical events and contemporary issues
- The need for age-appropriate resources that help students develop critical thinking skills about civic engagement
- Emphasis on materials that authentically represent the contributions and experiences of historically marginalized communities
- The value of having teacher support materials that help educators confidently implement the new integrated standards

## Oregon State Board of Education Docket



This feedback directly influenced the evaluation criteria, with committee members prioritizing materials that demonstrated strong alignment with equitable student engagement standards. When disagreements arose during scoring, committee members used the established rubric and engaged in structured discussions facilitated by ODE staff. The consensus-building process required evaluators to provide specific evidence from the materials to support their ratings, which helped resolve differences through objective analysis rather than subjective preferences.

### **11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

No additional engagement is typically held after the work of the evaluation committee is completed. After approval by the board, the list of adopted instructional materials will be shared on ODE's webpage, with ESDs, and school districts.

### **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

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*Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.*

### **12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

- No
- Yes; please review Appendix B: Grant Consolidation below.

### **13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

School districts are required to provide basal instructional materials for student use. School districts may decide to purchase new materials or reevaluate current materials for alignment to state standards and the criteria adopted by the board. Local school district funding is used to purchase materials. The seven-year cycle allows districts to plan spending on materials.

### **14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

ODE incurs administrative costs for facilitating the evaluation process, maintaining the adopted materials list, and providing technical assistance to districts.

### **EQUITY IMPACT ANALYSIS**

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# Oregon State Board of Education Docket



*The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.*

## **15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Student civic action directly precipitated the legislation calling for the inclusion of underrepresented histories, contributions, and perspectives. The 2024 Social Science Standards and the identified instructional materials support the required revisions of our state standards adopted by the State Board of Education in June 2024.

The 2024 Social Science Standards integrated multiple legislative requirements, creating a more complete understanding of our shared past and collective future. This adoption is critical because the 2024 Social Science Standards introduced new integrated requirements for Ethnic Studies, Holocaust and Genocide Studies, and Civics education that existing materials do not adequately support.

The identification and adoption of instructional materials aligned to the new social science standards provides districts with the opportunity to fully address the standards now including a more complete understanding of our shared past and collective future.

The review of instructional materials is an opportunity to set a vision of what equitable teaching and learning looks like within adopted materials in K-12 social science. Equitable access to high-quality materials, teaching practices, and expectations are the foundation to the vision of K-12 social science education. ODE shares the vision of access, equity, and effective education for social science described by the National Council for Social Studies:

*Powerful and rigorous social studies teaching that is rooted in standards, supported by professional development that reflects best practices, and utilizes high-quality educational materials is crucial to realizing the NCSS vision: A world in which all students are educated and inspired for lifelong inquiry and informed civic action. [A Position Statement of National Council for the Social Studies, Approved April 2023](#)*

By conducting a state-level instructional materials adoption process, all school districts have access to a list of vetted high-quality instructional materials. "High-quality curriculum allows students to build knowledge and skills that will prepare and provide opportunities for critical thinking and discourse to engage with the world successfully. Thus we get to the heart of equity and empowerment." (*Nychelle Toussaint, CA EdReports evaluator*). The State Board's adoption of the approved list for social science supports districts in selecting instructional materials aligned to the 2024 Social Science Standards.

## **16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

The adoption of high-quality instructional materials aligned to the 2024 Social Science Standards will significantly benefit school district employees. These materials intentionally center the contributions, perspectives, and histories of traditionally marginalized individuals and groups, providing educators with authentic resources that reflect diverse experiences.

For teachers, having materials that accurately represent their histories and contributions reduces the emotional and intellectual labor of constantly supplementing inadequate resources or correcting problematic content. The adopted materials will also reduce the administrative burden on all teachers who would otherwise need to spend significant time researching, creating, or locating supplemental materials to address gaps in existing curricula.

**17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon’s school systems?**

School districts will save significant time and money by selecting from a pre-vetted list rather than conducting independent evaluations, while receiving guaranteed contract pricing for seven years that enables better budget planning. Teachers will gain immediate access to materials specifically designed to support the 2024 Social Science Standards, reducing preparation time for new integrated content, and students will begin receiving more consistent, standards-aligned instruction across districts statewide. This will have the most significant positive impact on historically marginalized students who will see their experiences and contributions authentically represented in their education for the first time at scale across Oregon.

Over the long term, students will develop deeper, more nuanced understanding of civic engagement, historical analysis, and diverse perspectives as they progress through a coherent K-12 social science curriculum that builds knowledge systematically across grade levels. Teachers will gain increased expertise and confidence in facilitating discussions about complex historical events, contemporary social issues, and multicultural perspectives through sustained use of high-quality instructional materials that provide comprehensive pedagogical support. The cumulative effect will be Oregon students who graduate with stronger critical thinking skills, greater civic knowledge, and enhanced ability to engage thoughtfully with diverse viewpoints, preparing them to be informed participants in democratic society. Additionally, the adoption of high-quality materials allows teachers to collaborate on implementing a shared curriculum. Implementation of materials, supported with engaging professional development, will create a generation of educators with enhanced capacity to teach integrated social science content, establishing a foundation for continued excellence in civic education across Oregon's schools.

**18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Without an adopted list, school districts will need to complete their own identification, review, and evaluation of K-12 instructional materials. District level evaluation requires substantial staff time, creating a financial burden few districts include in their budget.

## RECOMMENDED ACTION

*The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.*

**19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The Oregon Department of Education hereby requests that the State Board of Education adopt basal instructional materials for social science with a contract period beginning February 1, 2026, and ending June 30, 2033.

**20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?**

The proposed list of instructional materials directly responds to educator feedback emphasizing the need for comprehensive, integrated materials that authentically represent diverse perspectives rather than superficial add-ons. By establishing rigorous non-negotiable criteria for content alignment and equitable student engagement, this approach ensures adopted materials meet the quality standards educators identified as essential.

This action aligns with the Board's Mission by supporting equitable policies that lead to educational success for every Oregon student through vetted, high-quality materials that remove barriers districts face in independent resource identification. It advances the Board's Vision by honoring Oregon's increasingly diverse student body through integrated Ethnic Studies content and affirming every student's potential with culturally responsive resources.

The adoption demonstrates the Board's Values by centering diversity, equity, and inclusion through materials that prioritize marginalized voices, challenging the status quo with innovative and culturally responsive curriculum that reflects Oregon's evolving demographics. The transparent evaluation process and local district autonomy in selection exemplify the Board's commitment to integrity and transparency while engaging community voice through educator participation in the evaluation process.

The acknowledgment that basal materials require supplementation respects district autonomy and recognizes that comprehensive curriculum must be locally adapted, reflecting the Board's commitment to shared responsibility for student success.

## Oregon State Board of Education Docket



- 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

The Department recommends that the State Board of Education adopt the list of basal instructional materials for social science.

The rigorous evaluation process ensures that only materials meeting high standards for content alignment, pedagogical quality, and technical usability are recommended. The adoption prioritizes materials that authentically integrate diverse perspectives and historically marginalized voices, creating learning environments where all students see themselves reflected and valued. By requiring materials that address Ethnic Studies, Holocaust and Genocide Studies, and Civics education in meaningful ways, this action supports student identity development and cultural affirmation, contributing to overall student wellness and engagement.

The proposed instructional materials list and supports provide districts with curated materials and transparent evaluation criteria, empowering local decision-making while ensuring quality standards. Districts retain autonomy to select materials that best serve their communities or pursue independent adoptions, creating a distributed accountability model that respects local context while maintaining statewide quality assurance. The seven-year contract cycle also provides predictable planning opportunities that support sustainable resource allocation.

- 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: \_\_\_\_\_

- 23. Has this item changed since the last Board meeting?**

- N/A; this item has not previously been before the Board
- No; same as last month
- Yes; please review Appendix A: Second Reading below.



# Social Science Instructional Materials Adoption

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Amit Kobrowski, Social Science Education Specialist

Deirdre Banning, Instructional Materials Coordinator

Vanessa Martinez, Director of Standards and Instructional Supports, OTLA

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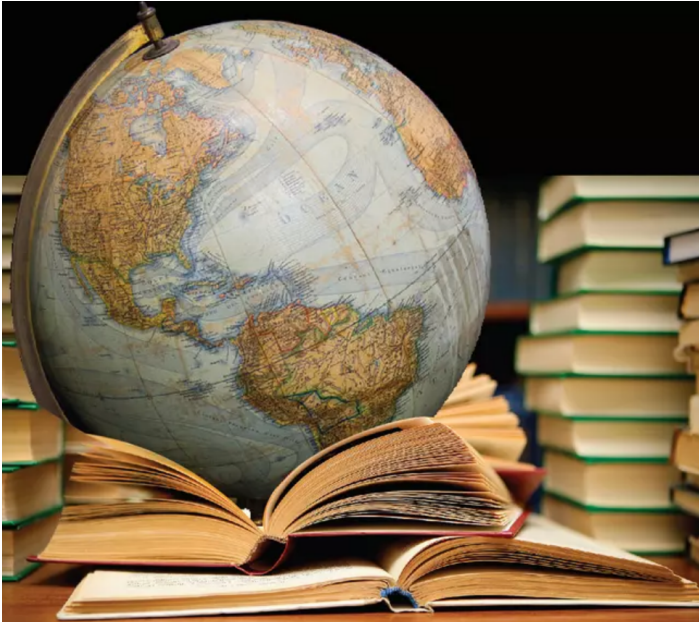
# Purpose

- Share results of Social Science instructional materials evaluation
- Relevant policy:
  - ORS 337.050: List of textbooks and instructional materials.
  - OAR 581-011-0070: State Board's decision-making role
  - OAR 581-011-0071: Adoption cycle
- (October) Adopt Oregon's recommended list of Social Science instructional materials



# Why Social Science Education Matters

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***Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable***

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***-Kofi Annan***

# Social Science Instructional Materials Timeline



January, 2025	Spring, 2025	July, 2025	Sept-Oct, 2025	Fall of 2026	Fall of 2028
<p><b>Social Science Adoption Criteria Approved by the Board.</b></p> <p>Criteria can be found on <a href="#">Instructional Materials Webpage</a>.</p>	<p><b>Recruitment of Evaluation Committee.</b></p> <p>Application made available to public for 5 weeks.</p>	<p><b>Hybrid Evaluation of Instructional Materials.</b></p> <p>Publishers were notified of scores and given time to issue a response and/or request reevaluation.</p>	<p><b>Present Recommended Social Science Materials.</b></p> <p><b>Adoption by State Board in October.</b></p> <p>Recommended materials, scores sheets, and publisher responses is published on ODE website.</p>	<p><b>Social Science Instructional Materials installed in classrooms.</b></p> <p>Date by which districts are required to implement Social Science instructional materials in order to remain "on cycle"</p>	<p><b>Social Science Education Instructional Materials Postponement Period Ends.</b></p> <p>Date by which materials must be implemented in order to remain compliant with Division 22.</p>

# The Importance of Instructional Materials Adoption

## Educator Time



## Educational Equity



## Standards Alignment



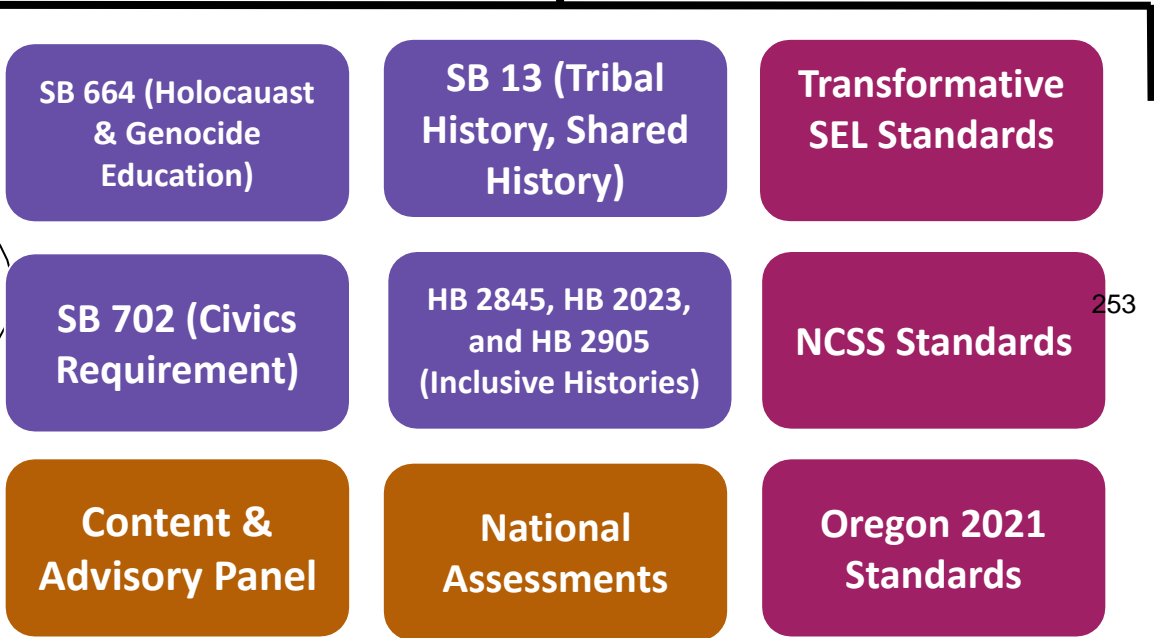
# Social Science in Oregon

## 2024 Social Science Standards



The 2024 Standards integrate recent legislative initiatives, as well as national and state guidance.

Oregon Department of Education



# Structure of the Social Science IM Criteria

*Adopted January 2025*

## **Part 1: Oregon Social Science Baseline Criteria [K-HS]**

- 1.1 - Alignment to Social Science Standards
- 1.2 - Scope and Sequence
- 1.3 - Practice and Skills
- 1.4 - Holocaust and Genocide Education

## **Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]**

- 2.1 - Engagement & Relevance
- 2.2 - Culturally Responsive Instructional Support

## **Part 3: Technical Usability Criteria [K-HS]**

- 3.1 - Supports for Teachers
- 3.2 - Supports for Students
- 3.3 - Digital Learning Design Elements

## **Part 4: Assessment Criteria [K-HS]**

- 4.1 - Formative Assessment Process
- 4.2 - Summative Assessments
- 4.3 - Integrated Assessment System



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# Evaluation of Social Science Instructional Materials

## [OAR 581-011-0066](#) outlines required committee composition:

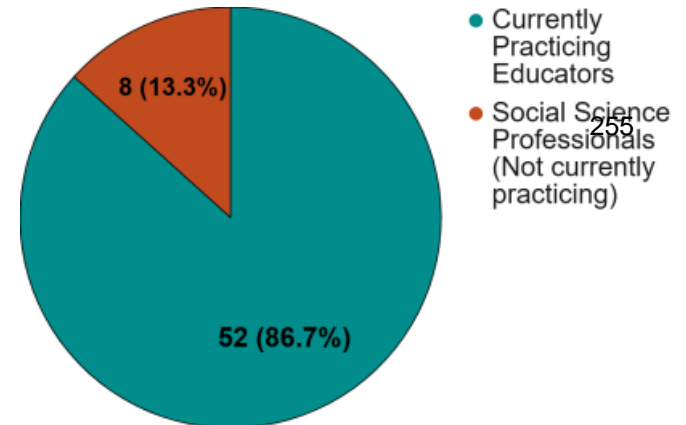
Each committee consists of 75% or greater classroom teachers, and represents the geographic diversity of Oregon.

## 2025 Social Science Evaluation:

- 60 total evaluators, 12 subcommittees
- Representation of 15 ESDs (out of 19) from across the state

## 51 submissions from 12 different publishers

- 10 programs in Grades K-5
- 8 programs in Grades 6-8
- 33 programs in Grades 9-12:
  - 12 programs in Grades 9-12: History
  - 8 programs in Grades 9-12: Civics & Government
  - 5 programs in Grades 9-12: Geography
  - 8 programs in Grades 9-12: Economics



# Hybrid Evaluation Process



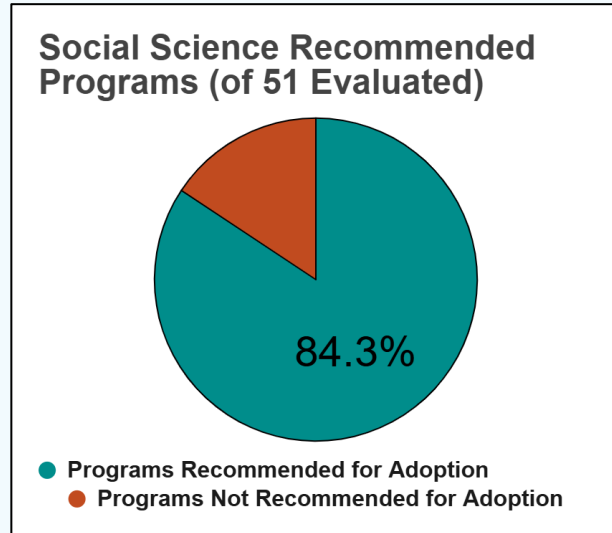
## Virtual Component (June 24th- July 25nd):

- Evaluation committee training (2 days)
- Publisher presentations
- Q&A with publishers
- Review of materials using Quality Criteria Documentation (QCD) and standards alignment documents as a guide.
- Complete an individual Instructional Materials Evaluation Tool (IMET)

## In Person Component (Week of July 29nd):

- Group scoring and consensus discussions
- High-quality feedback statements

# Evaluation Results



- **43 of 51** submissions are recommended for adoption.
  - **9** - K-5 programs
  - **6** - 6-8 programs
  - **25** - 9-12 programs
    - 9 - 9-12: History
    - 6 - 9-12: Civics & Government
    - 4 - 9-12: Geography
    - 6 - 9-12: Economics
- **Publishers received feedback** from the evaluation teams and were given the opportunity to respond and request reevaluation.

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  - Seven publishers requested re-evaluation; 3 met the requirements of re-evaluation and were reviewed by a committee of ODE staff
  - The lists have been updated as of September 17

# Resources for Districts



- Resources that will be made available on ODE's Instructional Materials webpage for districts to utilize as they select materials:
  - Score sheets
  - Feedback statements
  - Publisher responses
  - Publisher contact information
  - Potential Virtual Caravan
- Social Science Instructional Materials Information Session (November 2025)

# Thank you!



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Vanessa Martinez: [Vanessa.Martinez@ode.oregon.gov](mailto:Vanessa.Martinez@ode.oregon.gov)

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# Orego

\* indicates "exemplary" program scoring of 80% or higher with no criterion score of zero.

\*\*Instructional materials designated as "does not meet Oregon adoption criteria" may still be adopted as (3 School districts must complete an independent evaluation to independently adopt materials designated as

Category	Oregon Adoption Criteria	Publisher
Category 1: Grades K-2	MEETS*	InquirED
Category 1: Grades K-2	MEETS*	Gibbs Smith Education
Category 1: Grades K-2	MEETS	McGraw Hill LLC
Category 1: Grades K-2	MEETS	Savvas Learning Company LLC
Category 1: Grades K-2	MEETS*	Teachers' Curriculum Institute (TCI)
Category 2: Grades 6-8	MEETS	Cengage Learning, inc
Category 2: Grades 6-8	DOES NOT MEET	Educurious (by NCEE)
Category 2: Grades 6-8	MEETS*	Gibbs Smith Education
Category 2: Grades 6-8	MEETS*	Imagine Learning LLC
Category 2: Grades 6-8	MEETS*	McGraw Hill LLC
Category 2: Grades 6-8	MEETS	Savvas Learning Company LLC
Category 2: Grades 6-8	MEETS	Social Studies School Service
Category 2: Grades 6-8	MEETS*	Teachers' Curriculum Institute (TCI)
Category 3: Grades 9-12 History	MEETS*	Cengage Learning, inc

Category 3: Grades 9-12 History	MEETS*	Cengage Learning, inc
Category 3: Grades 9-12 History	DOES NOT MEET	Pearson Education, inc
Category 3: Grades 9-12 History	MEETS*	Educurious (by NCEE)
Category 3: Grades 9-12 History	MEETS*	Imagine Learning LLC
Category 3: Grades 9-12 History	DOES NOT MEET	Imagine Learning LLC
Category 3: Grades 9-12 History	MEETS*	McGraw Hill LLC
Category 3: Grades 9-12 History	MEETS*	McGraw Hill LLC
Category 3: Grades 9-12 History	MEETS*	Savvas Learning Company LLC
Category 3: Grades 9-12 History	DOES NOT MEET	Savvas Learning Company LLC
Category 3: Grades 9-12 History	MEETS*	Teachers' Curriculum Institute (TCI)
Category 3: Grades 9-12 History	MEETS*	Teachers' Curriculum Institute (TCI)
Category 4: Grades 9-12 Civics and Government	MEETS*	Cengage Learning, inc
Category 4: Grades 9-12 Civics and Government	MEETS*	Cengage Learning, inc
Category 4: Grades 9-12 Civics and Government	MEETS*	Educurious (by NCEE)
Category 4: Grades 9-12 Civics and Government	MEETS*	Imagine Learning LLC
Category 4: Grades 9-12 Civics and Government	MEETS*	McGraw Hill LLC
Category 4: Grades 9-12 Civics and Government	DOES NOT MEET	Portland Urban Debate League
Category 4: Grades 9-12 Civics and Government	DOES NOT MEET	Savvas Learning Company LLC
Category 4: Grades 9-12 Civics and Government	MEETS*	Teachers' Curriculum Institute (TCI)
Category 5: Grades 9-12 Geography	MEETS*	Cengage Learning, inc
Category 5: Grades 9-12 Geography	DOES NOT MEET	Pearson Education, inc
Category 5: Grades 9-12 Geography	MEETS*	Imagine Learning LLC
Category 5: Grades 9-12 Geography	MEETS*	McGraw Hill LLC

Category 5: Grades 9-12 Geography	MEETS*	Teachers' Curriculum Institute (TCI)
Category 6: Grades 9-12 Economics	MEETS*	Cengage Learning, inc
Category 6: Grades 9-12 Economics	MEETS*	Cengage Learning, inc
Category 6: Grades 9-12 Economics	DOES NOT MEET	Pearson Education, inc
Category 6: Grades 9-12 Economics	MEETS	Imagine Learning LLC
Category 6: Grades 9-12 Economics	MEETS*	McGraw Hill LLC
Category 6: Grades 9-12 Economics	MEETS*	Nucleus Courses
Category 6: Grades 9-12 Economics	MEETS*	Savvas Learning Company LLC
Category 6: Grades 9-12 Economics	MEETS*	Teachers' Curriculum Institute (TCI)
Category 7: Grades 3-5	MEETS*	InquirED, inc
Category 7: Grades 3-6	MEETS	Gibbs Smith Education
Category 7: Grades 3-7	MEETS*	McGraw Hill LLC
Category 7: Grades 3-8	MEETS*	Savvas Learning Company LLC
Category 7: Grades 3-9	MEETS*	Teachers' Curriculum Institute (TCI)

# Instructional Materials in Social Science- Contract Years 2026-2033

1) supplemental materials or (2) in other course categories, at the discretion of local school boards.  
s “does not meet Oregon adoption criteria” in the category of Social Science Education.

## Program Title

### Category 1: Grades K-2

[Inquiry Journeys, Grades K, 1, 2](#)

[K-2: Exploring my place in the World, Exploring my Communities, Exploring Near and Far](#)

[Impact Social Studies: Grades K, 1, 2](#)

[myWorld Interactive Social Studies Grades K, 1, 2](#)

[Social Studies Alive! Me and My World \(K\), My School and Family \(1\), My Community \(2\)](#)

### Category 2: Grades 6-8

[National Geographic Grades 6, 7, 8 - World History Great Civilizations: Ancient Through Early Modern Times, 'U.S. History American Stories Beginnings to 1877](#)

[Educurious Middle School Ancient World History, Middle School World History, Middle School US History](#)

[6-8 Bundle: 6-8: Beyond Borders to 1500 CE, Eras World History to 500 CE, Bridges and Boundaries, Beyond Borders 1500 CE to Present, Eras World History 300 CE to 1770 CE, An American Odyssey](#)

[6-8: Traverse World Regions and Cultures: The Western Hemisphere, Traverse World Regions and Cultures: The Eastern Hemisphere, Traverse U.S. History: Beginnings to the Civil War](#)

[World History 1, World History 2, US History: Voices and Perspectives Early Years, Oregon](#)

[myWorld Interactive American History Survey, World Geography Survey, World Geography Eastern Hemisphere, Western Hemisphere](#)

[Grades 6-8: Active Classroom](#)

[History Alive! The Ancient World, The Western World, The Medieval World, The World Through 1750, The United States through Industrialism](#)

### Category 3: Grades 9-12 History

[US History America Through the Lens 1877-Present](#)

[World History Voyages of Exploration](#)

[Racial & Ethnic Groups](#)

[History of Power, Conflict, and Healing](#)

[Traverse U.S. History: Reconstruction to the Present](#)

[Traverse: World History: Emergence of the Modern World to the Present](#)

[US History, OR ed.](#)

[World History, OR ed.](#)

[US History Interactive Survey, US History Reconstruction to the Present](#)

[World History Interactive Survey, Modern World](#)

[History Alive! Pursuing American Ideals](#)

[History Alive! World Connections](#)

**Category 4: Grades 9-12 Civics and Government**

[American Government](#)

[Gateways to Democracy](#)

[Educurious High School Civics Course](#)

[Traverse US Government](#)

[Civics, Oregon Edition](#)

[Our Civic Debate](#)

[Magruder's American Government Interactive](#)

[Government Alive! Power, Politics, and You](#)

**Category 5: Grades 9-12 Geography**

[National Geographic World Cultures and Geography, Survey](#)

[Contemporary Human Geography](#)

[Traverse World Geography](#)

[Geography, Oregon Ed.](#)

[Geography Alive! Regions and People](#)

**Category 6: Grades 9-12 Economics**

[Contemporary Economics](#)

[Managing your Personal Finances](#)

[Personal Finance Literacy](#)

[Traverse Economics](#)

[Economics, Oregon ed.](#)

[Financial Literacy: Personal Finance, Intro to Economics, Investing & Wealth Management](#)

[Economics: Principles in Action](#)

[EconAlive! The Power to Choose](#)

**Category 7: Grades 3-5**

[Inquiry Journeys, Grades 3, 4, 5](#)

[3-5 Bundle: Exploring Time and Place, PNW Ed., Oregon, Our Home, Shaping a Nation: A history of the United States from 1450-1865, Who We Are: A History of the US](#)

[Impact Social Studies Grades 3, 4, 5](#)

[Gr 3-5: myWorld Interactive Social Studies](#)

[Social Studies Alive! Our Community and Beyond \(3\), Regions of Our Country \(4\), America's Past \(5\)](#)



Copyright Date	Available in Spanish and/or other languages	Price List	Legal Requirements	Publisher Response
2025		<a href="#">Price List</a>	Yes	<a href="#">InquirED</a>
2026		<a href="#">Price List</a>	Yes	N/A
2020	Yes	<a href="#">Price List</a>	Yes	N/A
2019		<a href="#">Price List</a>	Yes	N/A
2022	Yes	<a href="#">Price List</a>	Yes	N/A
<hr/>				
2025		<a href="#">Price List</a>	Yes	N/A
2024			Yes	<a href="#">NCEE</a>
2027		<a href="#">Price List</a>	Yes	N/A
2025		<a href="#">Price List</a>	Yes	<a href="#">Imagine Learning</a>
2025/2027		<a href="#">Price List</a>	Yes	N/A
2019		<a href="#">Price List</a>	Yes	N/A
2025		<a href="#">Price List</a>	Yes	N/A
2019-2026		<a href="#">Price List</a>	Yes	N/A
<hr/>				
2025		<a href="#">Price List</a>	Yes	N/A

2021	<a href="#">Price List</a>	Yes	N/A
2023		Yes	N/A
2024	<a href="#">Price List</a>	Yes	N/A
2025	<a href="#">Price List</a>	Yes	N/A
2024		Yes	N/A
2027	<a href="#">Price List</a>	Yes	N/A
2027	<a href="#">Price List</a>	Yes	N/A
2025	<a href="#">Price List</a>	Yes	N/A
2025		Yes	N/A
2025	<a href="#">Price List</a>	Yes	N/A
2023	<a href="#">Price List</a>	Yes	N/A
2022	<a href="#">Price List</a>	Yes	N/A
2026	<a href="#">Price List</a>	Yes	N/A
2024	<a href="#">Price List</a>	Yes	N/A
2025	<a href="#">Price List</a>	Yes	N/A
2027	<a href="#">Price List</a>	Yes	N/A
2025		Yes	<a href="#">PUDL</a>
2023		Yes	N/A
2020	<a href="#">Price List</a>	Yes	N/A
2026	<a href="#">Price List</a>	Yes	N/A
2023		Yes	<a href="#">Pearson</a>
2025	<a href="#">Price List</a>	Yes	N/A
2027	<a href="#">Price List</a>	Yes	N/A

2025		<a href="#">Price List</a>	Yes	N/A
2018		<a href="#">Price List</a>	Yes	N/A
2026		<a href="#">Price List</a>	Yes	N/A
2024			Yes	<a href="#">Pearson</a>
2024		<a href="#">Price List</a>	Yes	N/A
2027		<a href="#">Price List</a>	Yes	N/A
2025		<a href="#">Price List</a>	Yes	N/A
2022		<a href="#">Price List</a>	Yes	N/A
2020		<a href="#">Price List</a>	Yes	N/A
2025		<a href="#">Price List</a>	Yes	N/A
2023-2026		<a href="#">Price List</a>	Yes	N/A
2020	Yes	<a href="#">Price List</a>	Yes	N/A
2019		<a href="#">Price List</a>	Yes	<a href="#">Savvas</a>
2022		<a href="#">Price List</a>	Yes	N/A

## Summary

**Meeting Date:** 9/18/2025

**Title:** Menstrual Dignity for Students: Reimbursement Program

**Status:** First Reading

**Presentation:** Yes

**Key Staff:** Sasha Grenier and Vanessa Martinez

**Topic Summary:** ODE is proposing revising OAR 581-021-0596 to require a biennial grant and reimbursement process, rather than a yearly one. Additionally, ODE is proposing updating OAR 581-021-0590 to remove outdated provision describing the statute’s phased-in implementation, which ended in the 2022-23 school year

## ODE Education Equity

### Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

## **BACKGROUND AND NEED**

*Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.*

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

The Menstrual Dignity Act requires that all school districts provide critical supplies to students to access their education. [Surveys have shown](#) that lack of free menstrual products causes students to miss school, leave class early, and experience anxiety, especially for students who experience poverty and students who are underserved in educational and public service settings. The Act requires that all school districts provide free, accessible menstrual products privately in all student bathrooms. Subsequent rules clarified key definitions, requirements related to accessibility, inclusivity, and education, and reimbursement program specifics.

The Menstrual Dignity act also provides grant funding to school districts, charter schools, and ESDs to provide reimbursements for the provision of menstrual products, dispensers, and installation costs, out of a carveout of the state school fund. OAR 581-021-0596 stipulates how the grant program is operated, specifying that it occurs on a yearly cycle, providing school districts, charter schools, and ESDs new grants or grant amendments **every year**. This rule created a process where after receiving the total legislative budget for the biennium, ODE then

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determines how much funding is available **each year to eligible entities**, based on their Annual Daily Membership (ADM). The rule then specifies that this total is then distributed on a 49% / 51% yearly split between year 1 and year 2 of the biennium.

ODE is proposing a revision to OAR 581-021-0596 to require a biennial grant and process, rather than a yearly one. This would mean that ODE would determine how much funding is available to eligible entities each biennium, using 100% of the legislatively approved budget, without a 49% / 51% yearly split. Districts will still be able to request reimbursement as often as monthly for costs incurred.

ODE is also proposing a change to the title of the rule to Menstrual Dignity for Students Grant Program to more accurately reflect the program.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

ORS 326.545 set the requirements for school districts to provide menstrual products and provides for a funding carveout in the State School Fund of up to \$5,595,000 per biennium to reimburse schools for their costs to comply. OAR 581-021-0596 stipulates how the grant program is operated.

- 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

Since the passage of the Menstrual Dignity Act in 2021, ODE came before the board first for temporary rules in 2021, followed by permanent rules in 2022, and then in 2023, for the adoption of a new rule within Division 22 that links the existing rules in Division 21 to the compliance and technical support components of Division 22.

- 4. Why is this item coming before the Board now?**

Based on external feedback and ODE streamlining initiatives aimed at reducing administrative burden, ODE is proposing a revision to OAR 581-021-0596 to require a biennial grant and process, rather than a yearly one. This would mean that ODE would determine how much funding is available to eligible entities each biennium, using 100% of the legislatively approved budget, without a 49% / 51% yearly split. As a result, the spending period would be extended to two years without ODE and eligible entities having to execute new agreements every year. Districts will still be able to request reimbursement as often as monthly for costs incurred.

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Over the years, districts, charter schools, and ESDs have communicated that the current process puts a heavy administrative burden on district staff. The current process is also a heavy administrative burden on ODE, resulting in delayed execution of grant agreements and amendments. The current process requires districts, charter schools, and ESDs to sign new grant agreements or amendments every year and does not provide districts with confirmed dollar amounts in a timely way with which to budget for purchases and plan an effective program.

The proposed change would mean that districts will know how many funds they have for two years, will have access to the funds for two years, and will be able to spend the money over two years, without having to sign new agreements. Districts would still submit reimbursement forms and draw down their funds throughout the two years.

Importantly, the yearly recalculation has not been shown to significantly impact funding amounts, which was the original reason for designing the program with a yearly split. The intention was to allow for recalculation of ADM that would more accurately represent the number of students they have. However, data has shown that most districts that claim funds still do not claim all their funds, and that the recalculation wasn't benefiting districts as much as hoped. Instead, districts were often losing their grant money in between years because they may have missed the amended contract getting sent out due to staff turnover or other reasons.

This change is especially timely because this biennium's spending period began on July 1, 2025. The sooner that districts know their funding status for the biennium, the sooner they can begin their planning, purchasing, and implementing a strong Menstrual Dignity Program.

### 5. Who requested or brought about the need for this item? (Select all that apply.)

- ODE Staff
- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon's nine federally recognized tribes: \_\_\_\_\_
- Other: \_\_\_\_\_

## ENGAGEMENT STRATEGY AND LEARNINGS

*The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.*

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

ODE analyzed who would be impacted by this change and reached out to partners early in the process. An internal and external engagement plan informed outreach throughout August and September. A survey was distributed to 3,749 people on the Menstrual Dignity listserv, which includes all partners and grantees, and the business administrator listserv, which includes business administrators from across the state, who are the ones who would be impacted by this rule change.

ODE staff also presented to the Oregon Association of School Business Administrators and Oregon's Rule Advisory Committee, whose members provided further supportive feedback.

7. After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon's nine federally recognized tribes? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)

- No  
 Yes – Both Consultation and Communication.  
 Yes – Only Communication.

8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.

- N/A; this item does not intersect with other state entities.  
 Oregon Health Authority (OHA)  
 Department of Early Learning and Care (DELIC; formerly ELD)  
 Educator Advancement Council (EAC)  
 Higher Education Coordinating Commission (HECC)  
 Youth Development Oregon (YDO)  
 Teacher Standards and Practices Commission (TSPC)  
 Oregon Housing and Community Services (OHCS)  
 Other: \_\_\_\_\_

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

Please enter your answer here

**9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

- Northeast Oregon
- Central and Southeast Oregon
- Southwest Oregon
- Willamette Valley and Central Coast
- Northwest Oregon
- Tribal lands
- Other: We reached business administrators and program grantees in school districts across Oregon.

**Why did your office/team focus on the above geographical perspective(s)?**

We reached out to those most impacted by the change, including statewide business administrators and program grantees.

**10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

Out of 48 survey responses (as of September 4<sup>th</sup>), 66.7% strongly supported or supported the change and 20.8% were neutral. Thus, 87.5% either supported the change or were neutral. Importantly, out of all the school staff representing small school districts who responded to the survey, 100% responded with strong support or support of the proposal.

Quotes from the survey included:

- **“It would be really great to know funding for a two-year cycle, and be able to have grant agreements and grant funds available more timely.”**
- **“I appreciate the request for information and thinking how to make it easier for all involved, especially with limited funds and, especially in small districts, limited staff. Thank you!!!”**
- **“[This change will lead to] faster access to the grant awards, and knowledge of the 2nd year award ahead of time.”**
- **“[This change will lead to] less work in tracking down the grant agreement each year.”**
- **“ [This change] will **save time** for everyone involved. Thank you!”**
- **“I see it being a positive change. We will **not feel as "rushed" with one year's funding**, but can rather pace it out over two years.”**

Other supportive comments from ORCA and OASBO included:

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- COSA: “This is a **valuable and needed technical fix.**”
- OAESD: “This is a **good rule change.** Thank you.”
- OHA: “Strong support for this program and **this change** - thanks!”

ODE received 5 responses from people who either did not support or strongly did not support. In ODE’s analysis, it was found that those responses expressed concerns that didn’t reflect what is actually changing with this proposal. Most of those responses included concerns related to the ability to purchase, invoice, or seek reimbursement more often than every two years. The proposal would not change how often they can purchase, invoice or seek reimbursement—eligible entities will still be able to do this on a rolling basis, whenever works best for their own accounting systems. ODE will work with districts, charters, and ESDs to ensure that this process is clear and smooth.

### **11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

ODE staff will incorporate feedback from the ORCA and continue sharing the engagement survey. ODE staff will also solicit feedback from ODE’s Sex Ed Steering Committee, which is meeting on September 11<sup>th</sup>.

### **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

*Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon’s students.*

### **12. After consulting with ODE’s Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

- No
- Yes; please review Appendix B: Grant Consolidation below.

### **13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

The fiscal impact will be positive for schools, charter schools, and ESDs. By freeing up local staff time and enabling better planning, schools can use these administrative resources more effectively to design a program and vision with a longer implementation timeline. This will especially serve small school districts and other districts that face resource and staffing limitations.

- 14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

This rule change will ease the administrative burden on ODE staff, who have been overstretched by the annual creation and coordination of approximately 325 contracts, which results in delayed execution of grant agreements. ODE staff time can be better used to continue improving the services provided to districts.

## **EQUITY IMPACT ANALYSIS**

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*The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.*

- 15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

This rule change will benefit students who are underserved and underrepresented by both freeing up school staff time to focus on equitable educational activities and allowing school districts more time to plan a robust menstrual dignity program that provides students with menstrual products in an inclusive, culturally responsive, and dignified way, in alignment with [ODE's Menstrual Dignity Toolkit](#). This program will help small schools with limited staff to serve students who need it the most. This point was highlighted by a school partner: "This program allows us to have free menstrual products available to all of our students at all times. It is especially valuable since we have **high poverty rates in our school district.**"

- 16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

We do not anticipate any impacts on school district employees and volunteers, besides easing of workload.

- 17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

This rule change will allow districts to strengthen their menstrual dignity programming, which will benefit students academically and socially. It will help to destigmatize menstrual health and puberty, which negatively impacts students and people of all ages.

## Oregon State Board of Education Docket



**18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Without this change, districts and ODE will continue to coordinate annual funding distributions and executing agreements. This will continue to create inefficiencies in the system and overburden small districts and others with limited resources.

### **RECOMMENDED ACTION**

*The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.*

**19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

[OAR 581-021-0596](#) would be updated to read:

(1) The Department shall determine how much funding is available each biennium [year] for eligible entities based on [annual ADM and a 49/51 split of available funding] ADM. The Department shall use the most current finalized ADM from the State School Fund from the prior year.

and

(5) [Any unspent funds for the first year of the biennium shall be rolled into the distribution of funds for the second year of the biennium]. If the total amount to be distributed does not exceed the amount of available funding for the biennium, any remaining amount shall be redistributed to the State School Fund and reconciled in the payment process per ORS 327.095.

[OAR 581-021-0590](#) would be updated and renumbered to remove (2), which includes only outdated language describing rule phase-in approach, which ended in the 2022-23 school year:

*[(2) Notwithstanding subsection (1), for the 2021-22 school year, all education providers shall stock and maintain menstrual product dispensers in at least two student bathrooms in each public school building. Education providers shall determine where to prioritize dispenser installation considering all-gender access to menstrual products and student privacy.]*

**20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?**

The changes to OAR 581-021-0596 and OAR 581-021-0590 align with ODE and the Board's vision for equity, transparency, and financial stewardship.

## Oregon State Board of Education Docket



**21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.** The changes align with ODE's commitment to streamlining grants and school accountability efforts (SB 141) and to improving belonging and wellness among students in Oregon.

**22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: \_\_\_\_\_

**23. Has this item changed since the last Board meeting?**

- N/A; this item has not previously been before the Board
- No; same as last month
- Yes; please review Appendix A: Second Reading below.

### APPENDIX A: SECOND READING

*Appendix A should only be completed if "yes" is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.*

**1. Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

Please enter your answer here

**2. Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

Please enter your answer here

**3. Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

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Please enter your answer here

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

Please enter your answer here

## APPENDIX B: GRANT CONSOLIDATION

*Appendix B should only be completed if “yes” is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.*

1. **Please indicate which of the following underlying processes are required for this grant program.**

- Conduct a needs assessment
- Gather and provide additional data
- Submit an application to ODE
- Submit a report to ODE
- Submit a plan to ODE
- Submit a budget to ODE
- Conduct community engagement
- Other: Submit a signed agreement and a reimbursement form.

2. **How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

This rule aims to reduce the administrative burden for all districts, but it will be most beneficial for small districts and those with limited staff and resources.

3. **How are the grant requirements differentiated for small and rural school districts?**

Grant requirements are the same for all districts.

**581-021-0596**

Menstrual Dignity for Students: Reimbursement Program

(1) The Department shall determine how much funding is available each **biennium** [year] for eligible entities based on [annual ADM and a 49/51 split of available funding] ADM. The Department shall use the most current finalized ADM from the State School Fund from the prior year.

(2) The following education providers are eligible to receive the menstrual product reimbursement:

(a) School districts;

(b) Public charter schools; and

(c) Education service districts.

(3) Education providers shall electronically submit applications to the Department within the required timelines and on forms developed by the Department.

(4) Education providers shall be reimbursed for actual costs incurred. Actual costs incurred may include the following:

(a) Products;

(b) Dispensers; and

(c) Installation costs.

(5) *[Any unspent funds for the first year of the biennium shall be rolled into the distribution of funds for the second year of the biennium]*. If the total amount to be distributed does not exceed the amount of available funding for the biennium, any remaining amount shall be redistributed to the State School Fund and reconciled in the payment process per ORS 327.095.

Statutory/Other Authority: ORS 326.545

Statutes/Other Implemented: ORS 326.545

History:

## **OAR 581-021-0590**

Menstrual Dignity for Students: Requirements

[(1)] All education providers shall install in every student bathroom at least one dispenser that:

[(a)] **(1)** Does not require inserting coins or money;

[(b)] **(2)** Is clearly marked as free in at least two languages;

[(c)] **(3)** Is ADA compliant;

[(d)] **(4)** Is located in a place where all students can access products; and

[(e)] **(5)** Provides a variety of products with consideration of absorbency and size.

*[(2) Notwithstanding subsection (1), for the 2021-22 school year, all education providers shall stock and maintain menstrual product dispensers in at least two student bathrooms in each public school building. Education providers shall determine where to prioritize dispenser installation considering all-gender access to menstrual products and student privacy.]*

Statutory/Other Authority: ORS 326.545



# Menstrual Dignity for Students: Grant Program

**Sasha Grenier (she/her) & Vanessa Martinez (she/her)**

Office of Teaching, Learning, and Assessment

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# Menstrual Dignity for Students Timeline

Original statute came into effect

July 1, 2021

Permanent rules adopted by the State Board of Education

March 17, 2022

Proposal to change grant program

August-September, 2025

September 16, 2021

Temporary rules adopted by the State Board of Education

October 19, 2023

State Board of Education adopts Division 22 rule

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# Why Menstrual Dignity?



Oregon Department of Education

## Students need menstrual products in schools

- One in five students have **struggled to afford** menstrual products
- More than four in five students have either **missed class time** or know someone who did because they did not have access to menstrual products
- 80% of teens feel there is a **negative** association with periods
- Disproportionate impacts for **students of color, students experiencing disabilities, and students experiencing poverty**

Lack of access to menstrual products and menstrual health education can have long-lasting and negative effects on young people, including: **emotional anxiety, traumatic experiences, as well as academic setbacks and medical issues.**

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# Menstrual Dignity for Students Program

## Requirements snapshot

- ❑ Products and dispensers must be installed in **all student bathrooms**.
- ❑ **Products and dispensers** must be provided in a **safe, private, and accessible** manner. Schools should plan program details, including **dispenser selection, product variety, and placement**.
- ❑ **Education** must cover menstrual health and puberty as a **positive** part of being human. **Instructions** must be available in bathrooms.

*Requirements and resources can be found in the [Menstrual Dignity for Students Toolkit](#)*



# Hearing from schools in the 2024-25 school year

The goal is to stock these products as **routinely as stocking toilet paper** so access is always there for students.

It feels good to **create a more inclusive environment!**

This is wonderful having these supplies handy for our students. **Helps keep kids in school!**

Students like that menstrual products are available free of charge, and **are in areas that are easily accessible to them, yet private.**

The products have been used since inception. **Having the dispensers is more than helpful** since we have used drawer storage before this.

This program allows us to have free menstrual products available to all of our students at all times. It is especially valuable since we have **high poverty rates in our school district.**

We are a small school. We have two student bathrooms plus a gender neutral bathroom for <sup>286</sup> student use. We have pads and tampons in each bathroom and **remind our students** of this at the beginning of the school year.

# OAR 581-021-0596: Grant and reimbursement program background

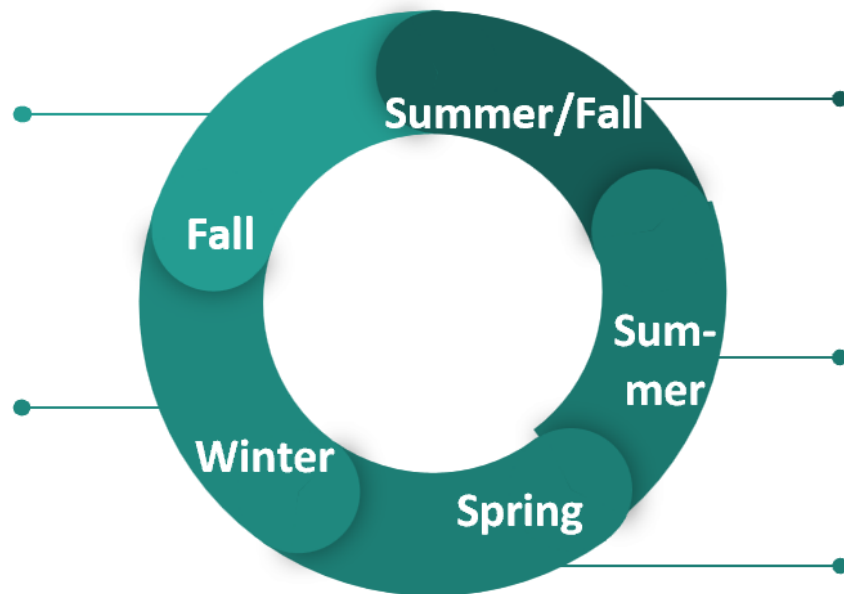
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- Since 2021, the program has operated on a yearly cycle, providing school districts, charter schools, and ESDs **new grants or grant amendments every year.**
- The process requires that:
  - After ODE receives the total legislative budget for the biennium, ODE then determines how much funding is available each year to eligible entities, based on ADM, in accordance with [OAR 581-021-0596](#).<sup>287</sup>
  - This total is then distributed on a 49% / 51% yearly split between year 1 and year 2 of the biennium.

# Current yearly grant process

ODE publishes **yearly funding calculator** that shows yearly grant ceilings.

ODE and districts sign and return **contracts (year 1) and then amendments (year 2)**



**After year 1 of a biennium**, ODE recalculates surplus and adds it to the 51% of the total funds for year

**After year 2**, surplus funds are absorbed back in the state school fund.

Reimbursements close on **August 14**.

Districts **spend funds** during one-year period (July 1- June 30)

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# OAR 581-021-0596: Proposed change

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- ODE is proposing revising [OAR 581-021-0596](#) to require a **biennial grant process**, rather than a yearly one.
- This would mean that ODE would determine how much funding is available to eligible entities each biennium, using 100% of the legislatively approved budget, without a 49% / 51% yearly split.

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- As a result** ➡ The spending period would be extended to two years without having to execute grant amendments
- ➡ This will not change how often districts can request reimbursement

# OAR 581-021-0596: Why the proposed change?

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- **Heavy administrative burden on district staff** to coordinate new grant agreements every year.
- Cumbersome process for ODE, **resulting in delayed executed grant agreements and amendments.**
- Recalculation of ADM annually has **not shown to significantly impact funding** amounts to individual districts.
- **Does not provide districts with confirmed dollar amounts in a timely way** with which to budget for purchases and plan an effective program.

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# What would the proposed change look like?

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## OAR 581-021-0596 would be updated to read:

(1) The Department shall determine how much funding is available each biennium *[year]* for eligible entities based on *[annual ADM and a 49/51 split of available funding]* ADM. The Department shall use the most current finalized ADM from the State School Fund from the prior year.

and

(5) *[Any unspent funds for the first year of the biennium shall be rolled into the distribution of funds for the second year of the biennium]*. If the total amount to be distributed does not exceed the amount of available funding for the biennium, any remaining amount shall be redistributed to the State School Fund and reconciled in the payment process per ORS 327.095.

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# OAR 581-021-0590: Notice of out-of-date provision

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[OAR 581-021-0590](#) would be updated and renumbered to remove (2), which includes only outdated language describing rule phase-in approach, which ended in the 2022-23 school year:

*[(2) Notwithstanding subsection (1), for the 2021-22 school year, all education providers shall stock and maintain menstrual product dispensers in at least two student bathrooms in each public school building. Education providers shall determine where to prioritize dispenser installation considering all-gender access to menstrual products and student privacy.]*

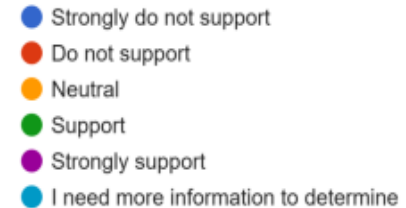
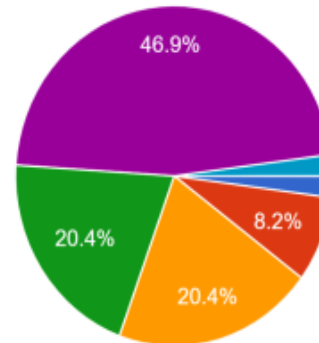
292

# OAR 581-021-0596: Engagement Strategy

- Outreach to **Menstrual Dignity Listserv**
- Outreach to **Business Administrators Listserv**
- Presentations and discussion with:
  - Oregon Association of School Business Administrators (OASBO), Oregon Sex Ec Steering Committee
  - Oregon Rules Advisory Committee

Overall, do you support the proposal to change the current annual Menstrual Dignity reimbursement cycle to a biennial process?

49 responses



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# Supportive Feedback

**87.7% respondents support the change or are neutral**

**67.3%** Strongly support or support

**20.4%** Neutral

It would be really great to know funding for a two-year cycle, and be able to have grant agreements and grant funds available more timely.

I appreciate the request for information and thinking how to make it easier for all involved, especially with limited funds and, especially in small districts, limited staff. Thank you!!!

[This change will lead to] faster access to the grant awards, and knowledge of the 2nd year award ahead of time.

[This change will lead to] less work in tracking down the grant agreement each year."

Will save time for everyone involved. Thank you!

I see it being a positive change. We will not feel as "rushed" with one year's funding, but can rather pace it out over two years.

# Non Supportive Feedback

**10.2% Total do not support**

**8.2% Do not support**

**2% Strongly do not support**

It is much simpler to pull **invoices/reports** for one fiscal year than a biennium

We already struggle to keep up annually. Every 2 years, **we'd lose track of things.**

**Ability to purchase only every two years, as we cannot afford the overhead.**

295

# OAR 581-021-0596: Equity Impact

This change will:

- ease the heavy administrative burden on school staff , **especially supporting small districts and other districts who have been impacted by budget limitations and uncertainty.**
- free up local and state agency staff time to focus on providing equitable supports to students
- give districts, ESDs, and charter schools more ability to plan ahead and **strengthen their menstrual dignity program.**



Falls City School District

# OAR 581-021-0596: Fiscal Impact

This rule change will free up state and local staff time to provide educational services by

- easing the heavy administrative burden on district, ESD, and charter school staff, who currently have to **coordinate yearly contracts and anticipate budgets without confirmed dollar amounts** from the state.
- decreasing a significant administrative burden on the state that results in delayed executed grant agreements.



Forest Grove School District

# Questions and discussion

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1. What questions do you have about this possible change?
2. Do you have any suggestions or foresee any unanticipated impacts?

**The survey is still open for feedback and engagement will continue.**



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Philomath School District

# Thank you!



**Sasha Grenier (she/her)**

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**Vanessa Martinez (she/her)**

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## Summary

**Meeting Date:** 9/18/2025

**Title:** State Summer Learning Grant - New Rules

**Status:** First Reading

**Presentation:** Yes

**Key Staff:**

Raquel Gwynn, Director of Expanded Learning  
Savanah Solario, Program Improvement Analyst

**Topic Summary:** Establish permanent rules for the State Summer Learning Grant established by HB 2007 (2025) that define key terms, outline prioritization criteria and the application and funding process, and set the term length of grant awards.

## ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

## **BACKGROUND AND NEED**

*Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.*

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

In 2021, 2022, and 2024, the legislature funded State Summer Learning Grants as separate single-year grant programs. In April of this year, the legislature passed HB 2007 (2025) which established the State Summer Learning Grant as a permanent, ongoing program and appropriated funding for summer 2025, 2026, and the beginning of 2027. The goal of the State Summer Learning Grant is for grantees to provide summer learning programs that accelerate learning and increase academic growth with a focus on literacy, support youth development, and ensure equitable access and family partnership.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

HB 2007 (2025) is prescriptive about the entities eligible to apply for the grants, items that must be included in grant applications, and prioritizing serving students with the lowest rates of

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reading proficiency using research-aligned literacy strategies and focused interventions. HB 2007 provides the Board and Department flexibility in designing the application and award process and the length of the grants.

**3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

The Board previously passed temporary rules on the funding formula for the 2024 State Summer Learning Grant under HB 4082 (2024). The State Summer Learning Grant has now been established as an ongoing program by HB 2007 (2025) and this is the first time these rules are coming before the Board.

**4. Why is this item coming before the Board now?**

HB 2007 (2025) created the State Summer Learning Grant program and ODE must establish permanent administrative rules to guide its implementation. These rules are necessary to define key terms, establish prioritization criteria, outline the application and funding process, and set the term length of grant awards. Without permanent rules, ODE cannot equitably and transparently administer grants, ensure statewide alignment with legislative intent, or provide clear guidance to eligible entities. The proposed rules will provide the foundational framework for awarding multi-year summer learning grants, supporting high-quality, equitable programming across the state.

**5. Who requested or brought about the need for this item? (Select all that apply.)**

- ODE Staff
- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon’s nine federally recognized tribes: \_\_\_\_\_
- Other: \_\_\_\_\_

## ENGAGEMENT STRATEGY AND LEARNINGS

*The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon’s nine federally recognized Tribes, other state agencies, and external partners.*

### 6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

ODE used the Equity Decision Tree to center students furthest from opportunity, along with small and rural districts, Tribes, and community-based partners. In August-September 2025, ODE held three public engagement sessions, multiple targeted meetings, and surveys with stakeholders including the HB 4082 Workgroup, school districts of all sizes, ESDs, charters, CBOs, culturally specific organizations, advocacy groups, and past grantees. Tribal partners were engaged through Government-to-Government communication in coordination with the Office of Indian Education.

#### Two-Phase Rulemaking Approach

Stakeholders affirmed ODE’s phased rulemaking strategy:

- **Phase 1 (Fall 2025):** Foundation rules on award process and grant term to provide clarity and allow earlier awards for summer 2026 (targeting January-February).
- **Phase 2 (2026–27):** Comprehensive policy on program quality, evaluation, partnerships, and professional development, guided by the Expanded Learning Advisory Committee.

#### Key Themes from Engagement

- **Award Process:** Stakeholders strongly supported a transparent, two-step process that combines statutory prioritization of English Language Arts (ELA) proficiency rates with a peer review panel to elevate quality, feasibility, and research-aligned program design. They emphasized reducing barriers for small and rural applicants by simplifying applications, providing templates, and offering direct technical assistance. There was broad consensus that award amounts must be “right-sized” to match local context, program duration, and student reach.
- **Grant Term:** Nearly all stakeholders called for multi-year grants to stabilize staffing, allow time for partnerships, and improve program sustainability. A three-year minimum was widely supported, with five years identified as important for system change and long-term results.
- **Equity and Distribution:** Feedback highlighted the need to balance statewide ELA proficiency data with local indicators such as attendance, poverty, rural isolation, numbers of students served, and student demographics. Stakeholders also urged explicit prioritization of Tribal and underserved student groups, alongside safeguards to ensure geographic equity.

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7. After consulting with ODE’s Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon’s nine federally recognized tribes? (For more information, please reference ODE’s [Tribal Consultation Toolkit.](#))
- No
  - Yes – Both Consultation and Communication.
  - Yes – Only Communication.
8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon’s students, or otherwise contribute to the climate of Oregon’s school systems? If so, please select from the below list.
- N/A; this item does not intersect with other state entities.
  - Oregon Health Authority (OHA)
  - Department of Early Learning and Care (DELIC; formerly ELD)
  - Educator Advancement Council (EAC)
  - Higher Education Coordinating Commission (HECC)
  - Youth Development Oregon (YDO)
  - Teacher Standards and Practices Commission (TSPC)
  - Oregon Housing and Community Services (OHCS)
  - Other: \_\_\_\_\_

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?
- Northeast Oregon
  - Central and Southeast Oregon
  - Southwest Oregon
  - Willamette Valley and Central Coast
  - Northwest Oregon
  - Tribal lands
  - Other: \_\_\_\_\_

**Why did your office/team focus on the above geographical perspective(s)?**

ODE’s engagement intentionally included perspectives from every region of the state: urban, suburban, rural, and frontier communities, as well as Tribal lands because the HB 4082 Workgroup set a clear charge that *every Oregon school district should have access to a high-quality summer learning program*. To achieve this vision, statewide feedback was essential to understand the different needs, cost drivers, and program delivery models across regions.

Small and rural districts highlighted the need for simplified applications and technical assistance; large districts emphasized sustainability and right-sizing of awards; and Tribal partners underscored the importance of culturally responsive and community-driven programming. By incorporating voices from across Oregon’s geography, the rulemaking process reflects both the legislative intent of HB 2007 and the equity commitments embedded in the HB 4082 Workgroup recommendations.

**10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

Stakeholders emphasized the need for earlier awards, ideally in January or February, so districts and partners have time to plan. This directly shaped the decision to focus Phase 1 rulemaking on the award process and grant term, ensuring funds can be awarded earlier for summer 2026.

There was strong support for multi-year grants, with most recommending at least three years and many urging five years to allow for deeper system change. This feedback led to the inclusion of flexible multi-year terms in the draft rules.

Partners also called for right-sized awards that match program scope and student reach, recognizing Oregon’s wide variation in district size and costs (such as transportation and staffing). As a result, the rules allow ODE to adjust requested award amounts to promote fairness and equity.

Stakeholders further highlighted the need to balance statewide ELA proficiency data with local indicators, including attendance, poverty, rural isolation, and demographics. This shaped rules that combine statutory prioritization with review panel scoring, so both need and program quality are considered.

### **Differences in Opinion**

- Large districts urged higher maximum awards, noting \$1 million may reach only a small share of their students.
- Small districts and partners asked for a lower maximum award and safeguards to prevent disproportionate funding for large districts and to reduce disadvantages in competing for grants.
- Views also differed on whether funding should prioritize geographic distribution or the number of students served.

To balance these perspectives, the Department adopted a hybrid award model. This approach blends statutory prioritization, peer review of quality, right-sizing of awards, and a geographic equity safety net. Together, these elements reflect broad input while ensuring equitable access statewide.

**11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

Before requesting Board action, ODE will continue targeted engagement with key partners. This includes direct consultation with Oregon’s nine federally recognized Tribes through Government-to-Government processes, follow-up conversations with small and rural districts to address capacity needs, and continued communication with the HB 4082 Workgroup and statewide partners to gather feedback and refine implementation guidance. These opportunities will ensure that perspectives from across Oregon are incorporated into final rulemaking and that the field is prepared to plan for summer 2026.

### **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

*Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon’s students.*

**12. After consulting with ODE’s Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

- No  
 Yes; please review Appendix B: Grant Consolidation below.

**13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

Yes. Board action will create both short- and long-term fiscal and administrative impacts.

- **Short-term:** Districts, ESDs, community partners, and Tribes will need to complete applications and reporting under the new rules. While this creates some administrative work, aligning processes with existing ODE grant systems reduces duplication. Small and rural communities may feel this burden more acutely due to limited staff capacity.
- **Long-term:** Multi-year, predictable funding will reduce administrative strain by ending the cycle of annual uncertainty and short planning windows. Stable awards will support sustainable staffing, allow deeper partnerships with youth serving entities, and give programs the ability to design high-quality summer learning experiences. For small, rural communities, the benefit of long-term stability is especially significant, as certainty enables advanced planning and reduces the burnout caused by last-minute implementation.

Overall, while the rules introduce some near-term administrative impacts, they are expected to deliver greater efficiency, effectiveness, equity, and sustainability over time.

**14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

Board action will not create a fiscal or administrative impact on state agencies, local governments, or the public. It will also not increase costs for small businesses.

### **EQUITY IMPACT ANALYSIS**

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*The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.*

**15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Board action will expand access to high-quality summer learning for students and families across Oregon, with a particular focus on those who have been systemically marginalized. By prioritizing students not yet proficient in English Language Arts and embedding equity safeguards, the rules ensure that resources reach rural, Tribal, multilingual, low-income, and historically underserved youth. Families will benefit from more predictable, multi-year funding that allows districts and community partners to offer consistent, culturally responsive programs designed to build literacy skills, belonging, and enrichment opportunities. For students, this means greater access to safe, engaging learning environments that strengthen academic growth, foster curiosity, and support social-emotional well-being, helping close opportunity gaps that have long persisted in Oregon.

**16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

Board action will provide stability for school district employees and volunteers by establishing multi-year summer learning grants that reduce the cycle of last-minute planning and uncertainty. Predictable funding will support sustainable staffing, professional development, and retention; benefits that are especially critical for educators, classified staff, and volunteers in small, rural, and high-need districts where capacity is limited. For employees and volunteers from systemically marginalized communities, the rules also create more opportunities to engage in culturally responsive programming, build stronger partnerships with community-based organizations and Tribes, and contribute to equitable student outcomes. Over time, this stability is expected to reduce burnout, foster inclusive professional growth, and strengthen the workforce that supports Oregon's students.

**17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon’s school systems?**

**Short-term:** Adoption of these rules will provide clarity on the award process and grant length, reducing uncertainty for districts, ESDs, CBOs, and Tribes as they prepare for summer 2026. Students and families will see more timely communication about program availability, while staff will experience greater predictability in planning and hiring.

**Long-term:** Multi-year, transparent grantmaking will strengthen Oregon’s educational ecosystem by stabilizing staffing, fostering durable partnerships, and enabling higher-quality summer learning experiences. The cumulative effect will be greater equity of access, particularly for rural, Tribal, and systemically marginalized communities. Over time, sustained summer learning opportunities will help close academic gaps, improve attendance and engagement, and build a stronger statewide infrastructure for expanded learning.

**18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Without Board action, ODE cannot implement a clear award process, leaving districts, Tribes, and partners with late awards and limited planning time. Small, rural, and systemically marginalized communities would be hit hardest, and students would lose consistent access to high-quality summer learning.

**RECOMMENDED ACTION**

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*The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student’s academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department’s recommendation, and any other relevant information.*

**19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The Department is bringing forward draft rules (OAR 581-017-3000 through 3035) to implement the State Summer Learning Grant established under HB 2007 (2025). The rules:

- **Define eligible entities** (school districts, charter schools, ESDs, Tribes, or consortia)
- **Establish the application process** and require use of a peer review panel with a transparent scoring rubric.
- **Create a two-step award process:** statutory prioritization points (ELA proficiency and student need) combined with review panel scoring to ensure quality.
- **Set funding parameters**, including a \$1 million annual maximum per grantee, authority for ODE to right-size awards, and a safety net provision to ensure geographic equity.

- **Specify grant term lengths** of 3-5 years to support sustainability.
- **Outline reporting requirements** (due annually by November 15) and allowable administrative costs.

## Key Board Considerations

At this stage, ODE is seeking Board feedback and considerations on the proposed award process, grant term, and funding structure. This input will inform revisions, and the Department will return with a final version of the rules for adoption at the October State Board of Education meeting.

### 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?

The draft rules directly respond to feedback from statewide engagement and the HB 4082 Workgroup. Stakeholders emphasized the need for earlier awards, multi-year grants, and right-sized funding that accounts for district size, cost drivers, and student reach. They also urged balancing statewide ELA proficiency data with local context and explicitly prioritizing Tribal and underserved student groups. This feedback is embedded in the proposed two-step award process, flexible grant terms, and equity safeguards.

The rules are also aligned with the Board's Mission, Vision, and Values:

- **Mission:** By creating equitable access to high-quality summer learning, the rules help improve student learning and ensure accountability in state-funded programs.
- **Vision:** By stabilizing funding and centering students furthest from opportunity, the rules advance a future where all Oregon students are supported to learn, grow, and thrive.
- **Values:** The rules uphold **equity** by addressing barriers for small, rural, and systemically marginalized communities; **excellence** by elevating research-aligned literacy practices and program quality; **accountability** through transparent processes and reporting; and **belonging** by supporting culturally responsive, partnership-driven programming.

Together, these rules reflect both community voice and the Board's guiding framework, moving Oregon toward a coordinated, equitable system of summer learning.

### 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

At this stage, the Department is requesting that the Board review and provide feedback on the draft administrative rules (OAR 581-017-3000 through 3035) for the State Summer Learning

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Grant established under HB 2007 (2025). This feedback will guide refinements before the Department brings a final version back for adoption at the October State Board of Education meeting.

This step reflects the Department’s commitment to the following:

- **Academic Excellence:** Draft rules prioritize research-aligned literacy practices while allowing for enrichment and holistic youth development.
- **Belonging and Wellness:** Equity safeguards ensure rural, Tribal, and underserved students have access to safe, supportive, and culturally responsive summer programs.
- **Reimagining Accountability:** The proposed hybrid award model combines statutory prioritization, peer review, and right-sizing of awards. This approach emphasizes transparency and equity while focusing on outcomes, aligning directly with the Department’s accountability initiative.

Seeking feedback now ensures that the final rules align with both community voice and the Board’s mission, vision, and values.

## 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: \_\_\_\_\_

## 23. Has this item changed since the last Board meeting?

- N/A; this item has not previously been before the Board
- No; same as last month
- Yes; please review Appendix A: Second Reading below.

## APPENDIX A: SECOND READING

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*Appendix A should only be completed if “yes” is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.*

1. Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?

N/A

2. Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?

N/A

3. Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?

N/A

4. Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?

N/A

## APPENDIX B: GRANT CONSOLIDATION

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*Appendix B should only be completed if “yes” is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.*

1. Please indicate which of the following underlying processes are required for this grant program.

- Conduct a needs assessment
- Gather and provide additional data
- Submit an application to ODE
- Submit a report to ODE
- Submit a plan to ODE
- Submit a budget to ODE
- Conduct community engagement
- Other: \_\_\_\_\_

**2. How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

The Department has worked to design an application process that balances data-driven prioritization with peer review of applications to ensure all eligible entities have a chance of being awarded a grant regardless of district size or geographic location. The Department plans to make the application form as simple as possible while also gathering the information necessary to make informed grant award decisions. Templates, examples, and the application scoring rubric will also be provided to applicants at the opening of the application period. The rules are designed to allow ODE to elevate local indicators (such as poverty, rural isolation, and student demographics) in application review, set a \$1 million annual maximum per grantee, and right-size award amounts to ensure equitable resource allocation. This grant has also been designed to align with the federal 21<sup>st</sup> Century Community Learning Centers grant and the Student Success Act Summer Program grant to lessen administrative burden.

**3. How are the grant requirements differentiated for small and rural school districts?**

The draft rules are designed to reduce barriers for small and rural applicants by keeping application requirements streamlined and aligned with existing ODE processes. The rules also include a safety net provision that allows ODE to adjust final scores to ensure equitable distribution of funds across geographic areas, protecting rural communities from being disadvantaged in a competitive process. In addition, the Department will provide differentiated technical assistance and train reviewers to recognize the unique challenges and cost drivers in rural contexts, such as transportation, staffing, and limited administrative capacity. Together, these measures ensure rural communities are evaluated equitably alongside larger, urban districts and have a fair opportunity to access funds.

### **581-017-3000 State Summer Learning Grant: Definitions**

The definitions in this section apply to OAR 581-017-3000 through OAR 581-017-3035.

- (1) "Department" means the Oregon Department of Education.
- (2) "Eligible Entity" means a School District, Charter School, ESD, or Tribe, or any consortium of these entities, that meets the requirements under Section 1(2) and (3) of HB 2007 (2025).
- (3) "Education Service District" or "ESD" means a service district organized under ORS Chapter 334.
- (4) "Charter School" means a school organized under ORS 338.
- (5) "School District" means a district organized under ORS Chapter 332.
- (6) "Summer Learning Program" means a program funded with grants provided under HB 2007 (2025).
- (7) "Tribe" means a federally recognized Indian tribe in Oregon:
  - (a) Burns Paiute Tribe;
  - (b) Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians;
  - (c) Confederated Tribes of Grand Ronde;
  - (d) Confederated Tribes of Siletz Indians;
  - (e) Confederated Tribes of the Umatilla Indian Reservation;
  - (f) Confederated Tribes of the Warm Springs Reservation;
  - (g) Coquille Indian Tribe;
  - (h) Cow Creek Band of Umpqua Tribe of Indians; and
  - (i) Klamath Tribes.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

### **581-017-3005 State Summer Learning Grant: Application**

- (1) Eligible Entities shall apply in a form and manner required by the Department.
- (2) An application must include:
  - (a) The requirements listed in Section 1(4)(b) of HB 2007 (2025); and
  - (b) Additional requirements as provided by the Department to prioritize applications.
- (3) The Department shall evaluate the applications through a peer review panel process as established by the Department. The peer review panel shall be established as provided in OAR 581-017-3035(4).

(4) The Department shall establish a scoring rubric for the peer review panel evaluation of the applications and publish the scoring rubric at the opening of the application period.

(5) Eligible Entities may submit a consortium application where more than one Eligible Entity applies under one application.

(6) An individual Eligible Entity shall only apply once, whether individually or as part of a consortium, per Summer Learning Grant cycle.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

### **581-017-3010 State Summer Learning Grant: Prioritization**

(1) For the purpose of awarding State Summer Learning Grants, the Department shall develop prioritization points that:

(a) Include all prioritization factors stated in Section 1(5) of HB 2007(2025); and

(b) Include other prioritization factors as determined by the Department.

(2) The Department shall provide the calculated prioritization points to Eligible Entities upon the opening of the application period.

(3) For School Districts or Charter Schools that apply as a consortium with other School Districts or Charter Schools, the consortium will receive prioritization points equal to the highest priority points of an individual member in the consortium.

(4) The Department shall combine the prioritization points with the application's peer review panel score to reach a final application score.

(5) The Department shall use the final application score to rank applications for funding decisions.

(6) The Department's prioritization determinations shall be final.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

### **581-017-3015 State Summer Learning Grant: Education Service Districts**

(1) Eligible Entities that are ESDs may apply for a State Summer Learning Grant as follows:

(a) As an individual entity to provide Summer Learning Programs directly to students;

(b) As a consortium with one or more other ESDs to provide Summer Learning Programs directly to students; or

(c) As a consortium with one or more School Districts or Charter Schools to provide administrative support to School Districts or Charter Schools that provide Summer Learning Programs directly to students.

(2) An individual ESD's prioritization points shall be calculated based on the average of their component School Districts' data.

(3) The final application score for an ESD shall be calculated based on the type of application submitted by the ESD as follows:

(a) ESDs that apply as individual entities will receive prioritization points as calculated in section (2) above;

(b) For ESDs that apply as a consortium with other ESDs, the consortium will receive prioritization points equal to the highest prioritization points of an individual ESD in the consortium; or

(c) For ESDs that apply as a consortium with School Districts or Charter Schools, the consortium will receive prioritization points equal to the highest prioritization points of an individual School District or Charter School in the consortium.

(4) ESDs that receive a State Summer Learning Grant shall comply with all other requirements of the grant and these rules along with other Eligible Entities.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

#### **581-017-3020 State Summer Learning Grant: Tribes**

(1) Eligible Entities that are Tribes shall:

(a) Submit an application in a form and manner determined by the Department; and

(b) Apply following the same application dates as other Eligible Entities.

(2) A Tribe may submit an application ahead of the application date to the Department and to the extent practicable, the Department shall review the application and collaborate with the Tribe to develop a final application that shall be submitted by the application due date.

(3) The Department may reduce an award granted to a successful application from a Tribe as provided in OAR 581-017-3025(4).

(4) Tribes that receive a State Summer Learning Grant shall comply with all requirements of the grant and these rules along with other Eligible Entities.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

#### **581-017-3025 State Summer Learning Grant: Funding**

(1) The maximum amount an Eligible Entity shall receive under this grant is \$1,000,000.00 per year.

(2) Eligible Entities shall, as part of their application, request the total amount of funds they need to successfully provide a Summer Learning Program each year of the grant.

(3) The Department shall review all funding requests by Eligible Entities.

(4) The Department may, in its discretion, reduce a grant award from the requested amount based on the needs of the program, peer review panel feedback, and other criteria identified by the Department.

(5) Based on the final application score described in OAR 581-017-3010, the Department shall rank final applications in order of highest score to lowest score.

(6) The Department may revise final application scores to ensure equitable distribution of funding among the geographic areas within the state. If the Department revises final application scores, the Department shall reorder the scores from highest to lowest.

(7) The Department shall award grants from the highest score down until all State Summer Learning Grant funds are awarded.

(8) Subject to funding provided by the Legislature, the Department shall award funding to each Eligible Entity with a grant agreement that provides for multiple years of programming.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

#### **581-017-3030 State Summer Learning Grant: Reporting**

(1) Eligible Entities shall report in a form and manner required by the Department, the results of their Summer Learning Programming including:

(a) The requirements listed in Section 1(7) of HB 2007 (2025); and

(b) Other requirements determined by the Department that are necessary for program reporting and improvement.

(2) Eligible Entities shall submit their reports by November 15 each year. If November 15 falls on a holiday or weekend, then Eligible Entities shall submit their reports by the next business day.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)

#### **581-017-3035 State Summer Learning Grant: Additional Requirements and Qualifications**

(1) Each grant shall be awarded for a period of not less than 3 years and not more than 5 years.

(2) Eligible administrative expenses shall include:

(a) No limit on administrative expenses of a partner organization described under Section 1(4)(c) of HB 2007 (2025); and

(b) A maximum of 10% of the total grant amount for an Eligible Entity providing services under the grant.

(3) Eligible transportation costs are not considered administrative costs for purposes of Section (2) above.

(4) Peer review panel members shall:

- (a) Be selected by the Department through a process that ensures relevant expertise and impartiality;
- (b) Sign a conflict-of-interest and confidentiality statement prior to service. Any peer review panel member determined to have a disqualifying conflict of interest shall be ineligible for service;
- (c) Receive reimbursement for meals and travel (including lodging where appropriate) in accordance with state policies for expenses incurred in participating in the application scoring process; and
- (d) Receive an honorarium upon completion of all duties as assigned including attending training sessions and scoring assigned applications. The honorarium is to be determined based on current Department fees paid for similar tasks.

**Statutory/Other Authority:** HB 2007 (2025)

**Statutes/Other Implemented:** HB 2007 (2025)



# HB 2007 (2025) Bill Implementation: State Summer Learning Grant

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**Raquel Gwynn**, Director of Expanded Learning  
**Savanah Solario**, Program Improvement Analyst

# The Journey of Summer Learning In Oregon

## *Where We've Been and What Comes Next...*

**2021-2022:** Emergency-driven funding; urgent action, broad reach

**2023:** No state funding, loss of existing programs

**2024:** Rebuilding with a plan for future through **HB 4082**

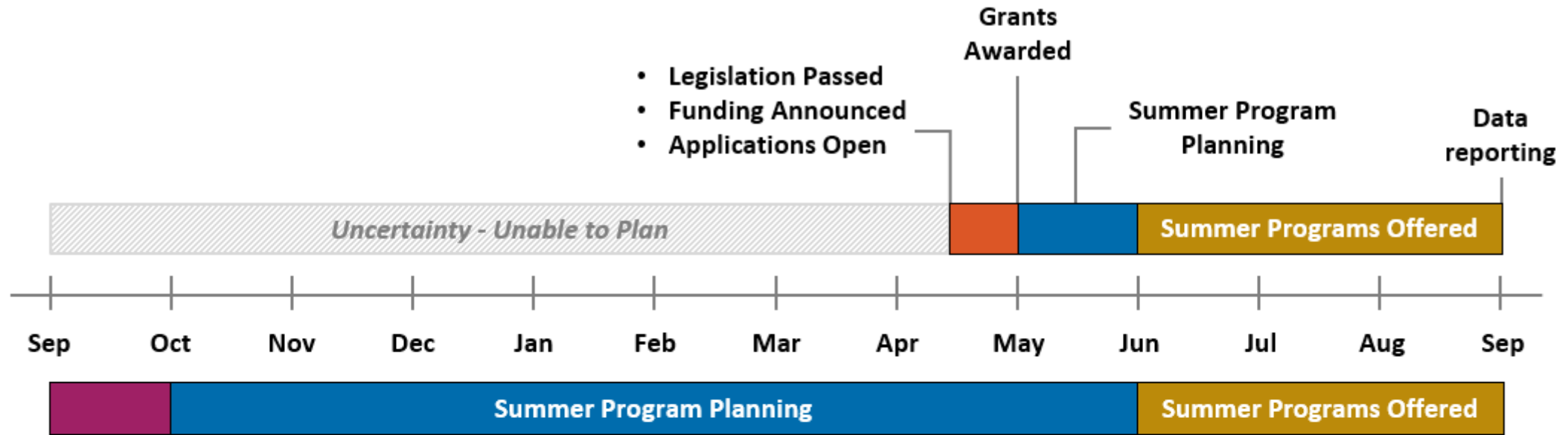
**2025-2027:** Chance for stabilization and sustainability through **HB 2007**



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*Summer 2025: Astoria SD students reaching for books that will be read, re-read, and shared with loved ones at home.*

# Oregon's Summer Learning Cycle: Current Reality vs. Ideal Future



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- Data reporting
- Data analysis
- Continuous improvement

- Staff recruitment, engagement, & hiring
- Aligning curriculum
- Planning transportation & nutritional services
- Data-driven student recruitment
- Family & student outreach & engagement
- Securing facilities & custodians
- Building partnerships
- Co-creating program activities
- Scheduling offerings

# Rulemaking: A Two-Phase Approach



## Why Rules Are Needed Now:

To ensure the State Summer Learning Grant Program is equitable, transparent, and aligned with legislative intent, while giving grantees the lead time needed to plan for summer 2026.

### Phase 1: Foundation Rules (Adoption Oct 2025)

- Define grant award process

- Determine grant length

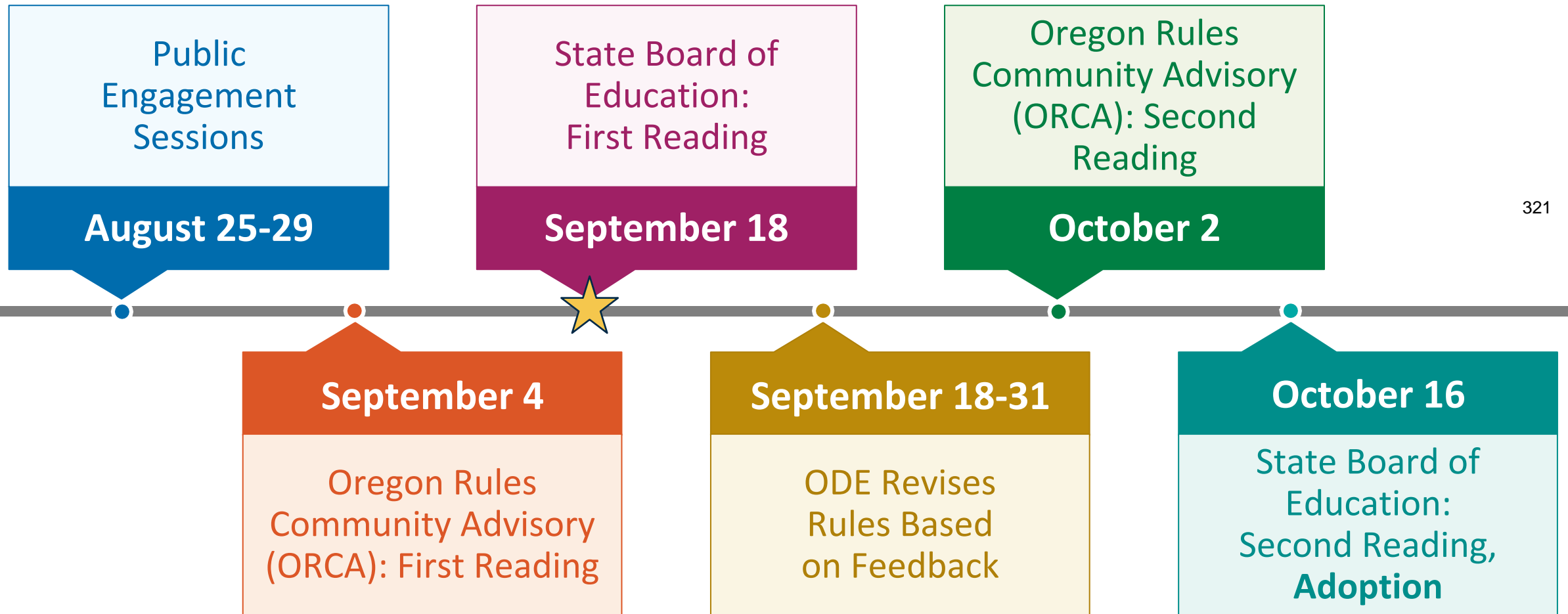
- Establish longer timeline for grantee planning for summer 2026 and beyond

### Phase 2: Comprehensive Policy Development (2026-27)

- Address program quality indicators, evaluation, partnerships, professional development, and definitions

- In partnership with an Expanded Learning Advisory Committee
- Process informed by HB 4082 Final Study and Workgroup recommendations

# Rulemaking Timeline: Phase 1



# From Statute to Rules: Award Process Priorities

## HB 2007 (2025)

(5)(a) When awarding grants, the department **shall prioritize applicants that:**

- (A) Submit a summer learning plan that uses **research-aligned literacy strategies**, as defined in ORS 327.825.
- (B) Have the **lowest rates of reading proficiency**, as determined based on criteria provided by the department.
- (C) Have **focused interventions that target students who have demonstrated academic needs**, including students whose level of proficiency is not at grade level.

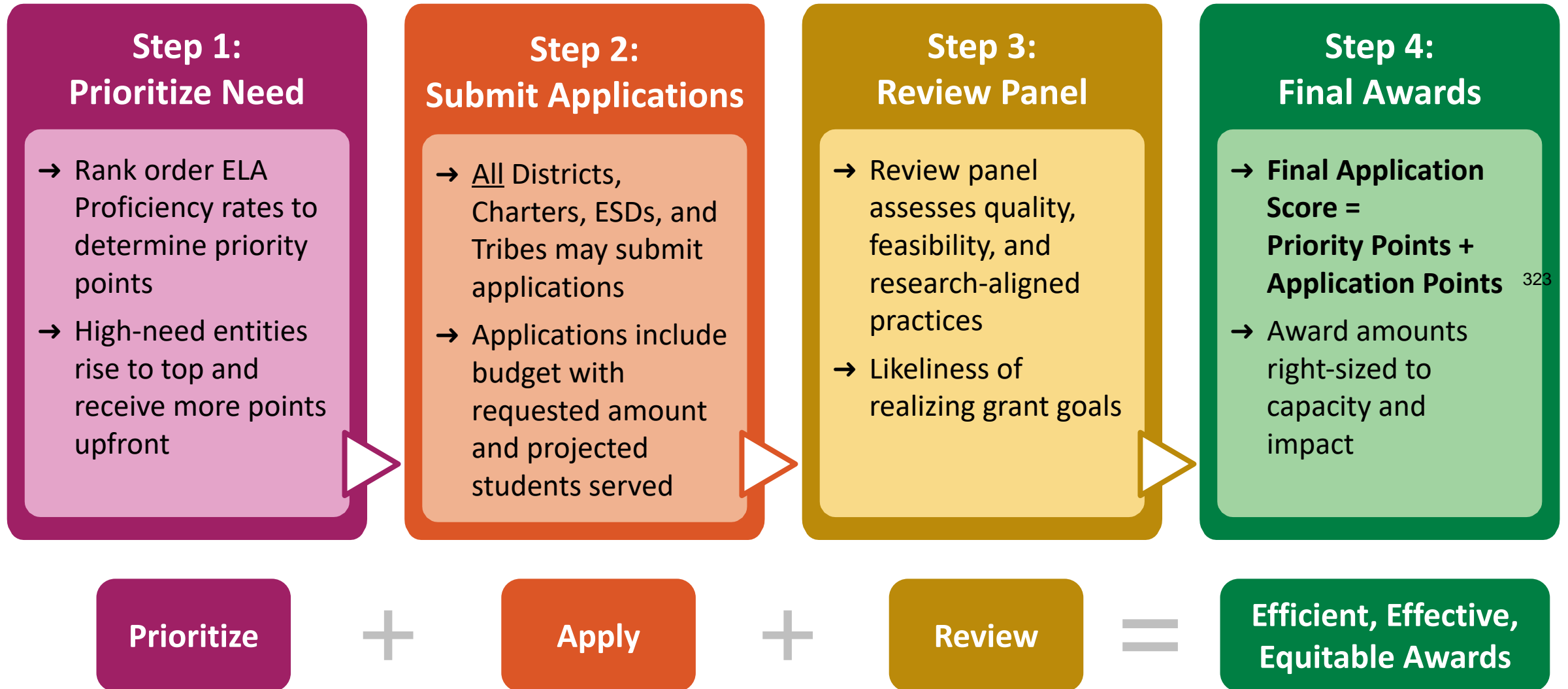
## ORS 327.825

(8) **“Research-aligned literacy strategies”** means strategies that:

- (a) Are literacy focused;
- (b) Are culturally responsive and relevant to diverse learners;
- (c) Are based on long-term research derived from the science of reading and writing; and
- (d) Apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

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# 2026 State Summer Learning Grant Award Process



# State Summer Learning Grant: Engagement Strategy



*Summer 2025: Dr. Williams guiding a North Marion SD student through poetry writing.*

## How We Engaged

- **August 2025:** 3 Public Sessions, 5+ Targeted Sessions, Oregon Rules Community Advisory (ORCA) Presentation
- **Methods:** Facilitated Discussions, Open Q&A, Surveys

## Who We Engaged

- School Districts, ESDs, Charters
  - Urban, Suburban, Rural, Frontier
  - Small, Medium, Large
  - Superintendents, Summer Program Staff, Licensed & Classified Staff
- Current & Past Summer Learning grantees
- Tribes
- HB 4082 Workgroup
- Summit Attendees
- COSA
- OAESD
- Community Based Organizations
- Youth Serving Entities

## Connection to Broader Systems

- **Early Literacy** Success initiative
- **HB 4082 Workgroup** Recommendations

# What We Heard: Feedback Summary

## Focal Engagement Areas:

Award Process

Priority Points & Weighting

Grant Term

Equitable Distribution

Across State

## Key Takeaways

- **General support of process**
- **Reduce** barriers for small/rural districts - keep application simple
- **Right-size** awards - strong concern that some grantees received oversized awards while others were underfunded; awards should reflect district size, capacity, and staff availability.
- **Balance** ELA proficiency rate prioritization with local indicators such as attendance, poverty, dual immersion, rural isolation, etc.
- **Elevate** belonging, attendance improvement, culturally responsive practices, youth leadership, and experiential learning in application review.<sup>325</sup>
- **Award** both proven models and new programs
- **Ensure** flexibility in scoring where partnerships are limited.
- **Account** for cost variations - transportation and enrichment costs differ widely by geography and should be factored into awards
- **Award** funds earlier (Jan/Feb 2026, Sep/Oct 2027+)
- **Prioritize** Tribal and underserved student groups
- **Consensus** for multi-year grants - minimum of 3 years for stability, maximum of 5 years for system change and deep planning
- **Balance** geographic reach and student numbers

# Differences in Opinion

Subject	Perspective A	Perspective B
<b>\$1M Maximum Grant Award</b>	\$1M may only serve a small share of students in large districts; Suggested higher maximum award to serve more students	\$1M may lead to disproportionate funding for large districts; Suggested lower maximum award to reduce disadvantages in competing for grants.
<b>Funding Prioritization</b>	Funding should prioritize serving the highest number of students	Funding should prioritize equitable geographic distribution of grantees

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**ODE Response:** Draft rules propose a hybrid model that blends statutory priorities, local needs and context, peer review, right-sizing awards, and a geographic equity safety net.

# Summary of State Summer Learning Grant Rules

Rule	Summary
581-017-3000: Definitions	Defines key terms and eligible entities
581-017-3005: Application	Establishes application submission and review process, including consortium options
581-017-3010: Prioritization	Establishes prioritization points and calculation of overall application score
581-017-3015: ESDs	Outlines ESD application options and prioritization point calculations
581-017-3020: Tribes	Outlines application process for Tribes
<b>581-017-3025: Funding</b>	<b>Sets maximum grant award, ranks applications by score, and ensures equitable statewide distribution</b>
581-017-3030: Reporting	Requires annual reports submitted to ODE by November 15
<b>581-017-3035: Additional Requirements and Qualifications</b>	<b>Establishes grant term of 3-5 years, peer reviewer criteria, and clarifies administrative cost limits</b>

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# 581-017-3025: Funding

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# 581-017-3035: Additional Requirements and Qualifications

## (4) Peer review panel members shall:

- (a) Be selected by the Department through a process that ensures relevant expertise and impartiality;
- (b) Sign a conflict-of-interest and confidentiality statement prior to service. Any peer review panel member determined to have a disqualifying conflict of interest shall be ineligible for service;
- (c) Receive reimbursement for meals and travel (including lodging where appropriate) in accordance with state policies for expenses incurred in participating in the application scoring process; and
- (d) Receive an honorarium upon completion of all duties as assigned including attending training sessions and scoring assigned applications. The honorarium is to be determined based on current Department fees paid for similar tasks.

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# Questions and Feedback



*Summer 2025: South Umpqua SD students building literacy skills through inquiry and science while exploring outdoors.*

## Questions for the Board:

- 1. Balance:** Do the draft rules strike the right balance between a **clear, transparent award process** and the **flexibility to adapt across future biennia**?
- 2. Impacts:**
  - Are safeguards for small/rural applicants sufficient?
  - Any concerns about the \$1 million cap and equity approach?
- 3. Feedback:** What additional input should we consider before adoption?

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*“We envision an Oregon where all students have access to these essential learning and enrichment opportunities.”*

*-Governor Tina Kotek, March 2024*

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Our gratitude for your feedback today!

Feel free to reach out to us at:

[ODE.SummerLearning@ode.oregon.gov](mailto:ODE.SummerLearning@ode.oregon.gov)

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