THE OREGON STATE BOARD OF EDUCATION

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

AGENDA
Regular Meeting
Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310
Thursday, May 21, 2026

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**
   Time: 10:10 AM
2. **Public Comment**
Time: 10:40 AM
   - A. The State Board of Education will hold space for **virtual** public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook. 3
3. **Consent Agenda**
Time: 11:00 AM
   - A. House Bill 3038 (2025) Implementation: Emergency Procedure Plans and Drills: OAR 581-022-2225 210
   - B. Transportation Program Clarity: OAR 581-053-0230 223
4. **Adoptions**
   - A. Senate Bill 141 (2025) Implementation: Meeting Performance Growth Targets and Intensive Coaching 230
   Time: 11:05 AM
   Cassie Medina and Tim Boyd, Office of Education Innovation and Improvement
5. **Break for Lunch**
Time: 12:00 PM
6. **Adoptions (continued)**

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

A. Healthy and Safe Schools (HASS) Plan Updates (Lead Testing): OAR 581-022-2223 265
Time: 1:00 PM
Brian French, Michael Elliott, and Aaron Rivera, Office of Finance and Administration

7. **First Readings**

A. Senate Bill 141 (2025) Implementation: Interim Tests 286
Time: 1:20 PM
Dr. Candice Castillo, Deputy Director of Academics and Dr. Andrea Lockard, Office of Research, Assessment, Data, Accountability, and Reporting

B. High Quality Instructional Materials (HQIM) Division 11 Reforms 313
Time: 1:40 PM
Aujalee Moore, Deirdre Banning, and Vanessa Martinez, Office of Teaching, Learning, and Assessment

C. 2026 K-12 English Language Arts Standards 364
Time: 2:00 PM
Tina Roberts, Angelica Cruz, and Aujalee Moore, Office of Teaching, Learning, and Assessment

D. Oregon's Framework for Comprehensive School Counseling Programs: OAR 581-022-2060 466
Time: 2:20 PM
Dr. Beth Wigham, Dr. Xylecia Fynn, and Vanessa Martinez, Office of Teaching, Learning, and Assessment

E. House Bill 3953 (2025) Implementation: Public Charter School Partnership for Tribes 540
Written Report Only

F. Technical Fix: Senate Bill 810 (2025) Implementation 574
Written Report Only

8. **Informational Reports**

A. Complaint & Appeals Resolution Unit - Complaint Program 582
Time: 2:40 PM
Stacey Guise, Emily Nazarov, and Scott Warnick, Office of Relations, Management, and Support

9. **Adjourn**

Time: 3:10 PM

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April 29, 2026

To the Board of Education Directors:

Last fall, Director Forde asked in a meeting whether the work of this body was having any impact. At the time, I was hopeful that comment would help this board to be brave. To not hide behind the often mentioned "we are just here to perform our role." Yet six months later, on April 16th, despite Director Forde mentioning that she does not like to make decisions without being informed, the directors discussed a long list of their deep concerns with a surprise Executive order … .and then proceeded to vote yes to a temporary order. Why now? Was it for the kids? Nope. This EO provided a perfectly timed campaign headline for the Governor. The disconnect between words and actions from the directors was gut-wrenching to watch. I consider that meeting to now be one of the most horrifying and soul-crushing public meetings I have seen in my years in public service and education.

What's equally troubling is the fact that most school board members around the state have no idea that this meeting even happened. They didn't - and may never - see Becky Tymchuk's and Geroge Mendoza's dissertation on exactly what is so wrong about this process. We showed clips of it in our public meeting last night to members of our community. There are too many things to list, but a couple highlights include: the fact that the Governor's office called each director into private meetings the week before that occurred; Sarah Pope's presence in that room and the over one million dollars donated to Governor Kotek's campaign by Stand (and I hope I am wrong about that.) multiple breaks taken where apparently decisions were made to change rules in the moment without explanation or transparency; an impossible myriad of screens to navigate to even know how to find this meeting, sign up for public comment, or locate the video afterwards.

What I do not understand is how, in the past two meetings, the Directors each listed and acknowledged all of the unanswered questions, the gaps in understanding, the literal statement from Dr. Williams that there is indeed no support coming (followed by laughter from many in the group that could be heard on camera) and then the entire group of Directors voting "yes" to both the temporary rules, and then again yesterday to the instructional targets. The closest reason I can gather for justifying a "yes" is that the directors are telling themselves at the moment that "it will be fixed and we will work on how to get this done." ***Not one person*** voted no (?!?) - to even PAUSE and ask ODE and the Governor's office to at least, as Director

Forde mentioned, help this group make an informed decision; yet even Director Forde voted yes with the record literally showing that no one in this group was fully informed.

As a board member myself, I do not vote yes on any policy unless I know there is the support to put that policy in place. I am aghast at the mental gymnastics being done here because "we are on a timeline." This system is not working. Listening to advisors who are implementing and putting facts RIGHT IN FRONT OF YOU in real time, and then completely disregarding that begs the question: What is the role of the advisors at all in this process? I have also been disappointed with Director Forde's response to advisors that are doing the job they were asked to do in their roles. To bring facts, to share potential impact, to push the Directors to understand what is happening on the ground and what they are hearing from their stakeholders. The response should be "thank you" and not what seems to be a power dynamic reminder of "you need to stay in your lane and we need to remember our roles." Each Director can define that role for themselves apparently, but to do so for others defeats the purpose of honoring every voice and opinion. I have reached out individually to the person who is supposed to represent my region via email and have not yet heard back. My email is kkottkey@fgsd.k12.or.us. I would welcome any Director to spend a day with me in our district and in our business office to understand the impact that your decisions continue to have on a system that is crumbling.

I could go on, but I thought I could REREAD parts of my testimony to this body that I **provided six months ago in October**. I hope six months from now I won't be rereading it again:

Oregon has no coherent vision for education. There are plans for policies and programs, plenty of charts and frameworks for implementation - but no clear articulation of the vision of where we are headed and how we will provide adequate funding to get there. Incredulously, we continue to build out new systems and mandates that steal time and capacity from district leaders who should be focused on improving instruction.

Legislators - and now the Governor and Sarah Pope and Stand - with no direct administrative experience in a school system - cannot and should not be working independently of each other to provide direction through policy…mostly because it is the wrong policy geared towards the wrong outcomes. Districts are not asking for these laws or policies— and yet we are forced to implement them, no matter how much chaos they create.

The State Board of Education was created to *set policy and standards for Oregon's schools* and to *ensure equitable outcomes for every student*. Remaining "neutral" or approving actions in the face of uniformed, damaging policy is a disservice to that mission. ***This body has both the authority and the responsibility to intervene when legislation undermines educational best practices.***

I believe that you each are doing your best to serve in this volunteer position. Because I know exactly where you sit in that role, I also know that it takes independence to speak out and speak up. I am really hoping that someone in this group will be willing to interrupt what is happening for the sake of pushing the system to provide the support and clarification we need.



Kristy Kottkey
Forest Grove School Board Chair
1728 Main Street
Forest Grove, OR 97116
kkottkey@fgsd.k12.or.us

Margaret DeLacy, President
Oregon Association for Talented and Gifted
Box 1703, Beaverton OR 97075
May 18, 2026

Public Comment: Agenda item 7.D. Oregon's Framework for Comprehensive School Counseling Programs: OAR 581-022-2060

Dear members of the State Board of Education:

The docket for the new rule concerning Comprehensive School Counseling Programs, states that:

"The updated Framework strengthens equity by describing comprehensive school counseling as a program for **every** student, centering student identity and belonging, connecting social/emotional growth to academic and career readiness, using student data to identify barriers and **focal student group needs…**,."

However, the rule itself does not include students who exceed standards.

The proposed text states that:

> *"Each school district shall provide a coordinated comprehensive school counseling program to support the academic, career, social-emotional, and community involvement development of each and every student. The district shall:*
>
> *(b) Adopt comprehensive school counseling program goals that assist students to:*
>
> *(A) Understand and utilize the educational opportunities and alternatives available to them;*
>
> *(B)* ***Meet*** ***academic standards;….***

OAR 581-022-2270 requires districts to "Provide students who have not met **or have exceeded** the academic content standards with access to additional services and other public school or alternative educational options."

We believe that these "additional services" for students who have **exceeded** standards include access to counseling.

Students who exceed standards ("high-achieving students") make up a substantial portion of our student population.

In 2024-5:

- 17.4% of all students were at level 4 (“exceeds”) in English/Language Arts,
- 14.5% of all students were at level 4 in mathematics
- 5.2% of students in the tested grades were at level 4 in science

We do not know how many students tested at level 4 in more than one area. If we assume no overlap, nearly 40% of all students tested exceeded standards in one area (17.4+14.5+5.2 = 37.1). Even with significant overlap, it is still a large fraction of our student body. These students’ progress has been concealed by the way most Oregon data lump together students who “meet” standards with those who “exceed” as “meets or exceeds.”

Oregon’s focus only on minimum achievement is detrimental to the success of untold numbers of students. Both students who exceed standards and TAG students have specific counseling needs. Many advanced and accelerated students need counseling to chart their continued course through the curriculum and to adjust to being younger than their classmates. TAG students (currently about 6.5%) need counseling to understand the asynchrony between their intellectual gifts and their social-emotional development. No school counseling program can claim to serve “every” student when our rules imply they don’t belong.

Will we really ignore the needs of such a large proportion of our students? School counseling programs should assist students to meet **or exceed** academic standards.

If high-achieving students had not been excluded from the list of “focal groups” in the Student Success Act, perhaps they would not have been forgotten once more. Indeed, Oregon itself cannot succeed by ignoring so many of its students.

Respectfully yours,

Margaret DeLacy

Date: May 20, 2026

To: Oregon State Board of Education

From: Dr. Krista Parent, Coalition of Oregon School Administrators (COSA)
Dandy Stevens and Michael Carter, Oregon Small Schools Association (OSSA)
Sam Breyer, Oregon Association of Education Service Districts (OAESD)
Jackie Olsen, Oregon Association of School Business Officials (OASBO)
Emielle Nischik, Oregon School Boards Association (OSBA)
Iris Maria Chavez, Oregon Coalition of Community Charter Schools (ORC3S)

Subject: Public Comment on SB 141 Accountability Implementation regarding Agenda Item 4A: Meeting Performance Growth Targets & Intensive Coaching

Dear Chair Scurlock, Vice Chair Montgomery, Second Vice Chair Richardson, and Members of the State Board of Education:

On behalf of the Coalition of Oregon School Administrators, Oregon Small Schools Association, Oregon Association of Education Service Districts, Oregon Association of School Business Officials, Oregon School Boards Association, and Oregon Coalition of Community Charter Schools, we submit this letter to provide public comment on Agenda Item 4A: Senate Bill 141 Implementation: Meeting Performance Growth Targets & Intensive Coaching.

As we have stated before, shared accountability for the right priorities, and with meaningful and effective support in place, is critical. We are all committed to seeing our students reach their full potential and thrive.

Proposed Rules Relating to Meeting Performance Growth Targets & Intensive Coaching

Senate Bill 141 requires the State Board of Education to adopt timelines and criteria for reconsideration of whether a school district shall remain subject to directed coaching, intensive coaching, and directed spending.

The current draft rules before you incorporate several important shifts:

- Recognizes district achievement and progress in working towards baseline and gap closing targets for all common metrics each year.
- Helps ODE identify districts in need of support and intervention, and provides on-ramps for districts needing additional support and coaching in the middle of a biennium.
- Improves alignment with statutory requirements in Senate Bill 141, particularly regarding the Oregon Department of Education's authority to direct funds if a district has not made improvement after four or more years.

In implementation, the details matter. After you adopt this set of rules, the Oregon Department of Education will embark on crucial work to develop and further refine their:

- Approach to scale up their regional support model, and ensure that the accountability work does not fall under purview of just one team internally at ODE. Accountability implementation must be shared across teams within the Department so that partnerships and supports are aligned, and coordinated effectively and sustainably.
- Model and guidance for: identifying districts in need of support and intervention; determining and monitoring progress given student needs and local context; and supporting exit from intervention.
- Plan for recruiting, on-boarding, and supporting Student Success Teams so that teams are high-performing, and working in alignment and coordination with existing regional systems to promote coherence, systems improvement, and student success.
- Framework and delivery of the continuum of supports and interventions, while ensuring meaningful differentiation, and highly effective state and regional supports are provided.
- Efforts to strengthen partnerships at the state, regional, and local level around shared accountability, sustained capacity-building, and improving systems for student success.

We strongly urge the State Board of Education to continue to monitor the implementation of these scopes of work closely.

As statewide K-12 organizations, we will continue to stay engaged in the implementation of Senate Bill 141, so that high-quality, consistent, and timely state supports are provided to district and school leaders and staff. This shared accountability is vital in our state, regional, and local efforts to meet the needs of students across Oregon.

Thank you again for your time and service.

From: Jess Calbreath
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Tuesday, May 19, 2026 9:53:20 AM
Attachments: image001.png
image002.png

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Members of the Oregon State Board of Education,

My name is Jess Calbreath, and I currently serve as a District Lead Counselor. I have worked as a professional school counselor for 17 years and served as a member of the Comprehensive School Counseling Framework Committee throughout this process.

I am submitting this public comment to express serious concern regarding both the process and the version of the Comprehensive School Counseling Framework that was recently presented to the State Board.

The document shared differs significantly from the version that the Framework Committee and the Oregon School Counselor Association collaboratively reviewed, discussed, and worked toward consensus on over many months. Throughout this process, committee members engaged in thoughtful dialogue and professional collaboration to ensure the framework accurately reflected the Comprehensive School Counseling Program (CSCP) model, professional standards, preparation programs, licensure requirements, and the intended implementation of school counseling practice across Oregon.

Unfortunately, the version ultimately advanced to the Board does not reflect the recommendations, discussions, or consensus of the committee.

Equally concerning is the process by which these revisions occurred. Committee members were not consulted regarding the final substantive changes prior to submission to the State Board, nor were we informed that significant revisions had been made until after the framework had already been submitted. Notification occurring late on a Friday evening, after the document had already been submitted to the State Board, further limited the opportunity for meaningful review, discussion, or response from the professional organizations and committee members who had invested substantial time and expertise throughout the process.

Additionally, an optional framework meeting was held on Wednesday, May 13, with Beth Wigham and Dr. Fynn to discuss next steps in the framework process. At no point during that meeting were these substantial revisions or changes to the framework shared with committee members, despite the significant impact those changes would ultimately have on the final document presented to the Board. This has further contributed to confusion and concern regarding transparency and the integrity of the collaborative process.

While I do not want to assign intent, the handling of these revisions has created a perception that the collaborative process and professional feedback provided by committee members were not meaningfully reflected in the final outcome. That is deeply discouraging for those who participated in good faith with the understanding that committee consensus and professional expertise would guide the development of the framework.

A primary concern within the current draft is the issue of professional role clarity. I believe the committee intentionally worked to include School Social Workers within the framework as important collaborative contributors in alignment with the legislation. At the same time, it is both appropriate and necessary for the framework to clearly articulate the role of licensed school counselors within a Comprehensive School Counseling Program and acknowledge that school counselors are specifically trained and licensed to implement the full scope of a CSCP.

This concern is not about excluding or diminishing the important contributions of School Social Workers or other student support professionals. School Social Workers are vital partners in supporting students, families, and school communities, and many of us have worked closely alongside them in highly collaborative systems of support. However, collaboration does not eliminate the need for professional role clarity.

In fact, during one of the committee discussions last week, a School Social Worker and University Professor shared that they would not want responsibility for four-year planning or broader academic and career planning responsibilities because those areas are not within their professional preparation or scope of practice. Those responsibilities represent a significant portion of the work embedded within a Comprehensive School Counseling Program. That discussion reinforced exactly why the committee worked intentionally to clearly delineate roles, expertise, and scope of practice within the framework.

No one has suggested that collaboration should not occur. Rather, the concern is that the current draft minimizes distinctions that are necessary for accurate implementation and understanding of the CSCP model.

A Comprehensive School Counseling Program is a distinct professional framework grounded in the preparation, licensure, ethical standards, competencies, and scope of practice of licensed school counselors. School counselors are uniquely trained to deliver the full CSCP across academic, career, and social/emotional domains in alignment with ASCA standards and Oregon legislation.

While School Social Workers play a critical and valued role within the CSCP framework, their scope generally aligns to specific components of student support and intervention systems rather than full implementation of the CSCP model. Schools would therefore still require additional systems, structures, and appropriately licensed personnel to fully meet CSCP legislative requirements.

It is important that the Board carefully consider the ethical implications of adopting a framework that does not clearly distinguish the preparation and licensure required to

fully implement Oregon's Comprehensive School Counseling Program model and OAR 581-022-2060. Clear role delineation is not about exclusion; it is about ensuring students, families, schools, and districts understand which professionals are specifically trained to lead and deliver the full scope of CSCP services in alignment with state expectations and professional standards.

When professional distinctions are minimized, schools and districts may incorrectly assume that individuals without the full preparation and training specific to Comprehensive School Counseling Programs are equipped to independently design, lead, and implement all aspects of the framework. That misunderstanding has the potential to impact implementation fidelity, student access to comprehensive services, and long-term program effectiveness.

This concern is ultimately about maintaining professional integrity, clarity, and fidelity to the purpose of the Comprehensive School Counseling Program model. When distinctions between professional roles are minimized or removed, it creates confusion for districts, administrators, and practitioners statewide regarding who is appropriately trained and licensed to lead and fully implement CSCP work, as well as how collaborative support roles appropriately contribute within that framework.

Maintaining clear professional distinctions within the framework also supports districts in appropriately planning for implementation, staffing structures, and service delivery based on the qualifications, licensure, and expertise of the professionals they hire to support student needs.

I respectfully ask that the concerns raised by school counselors, OSCA, and Framework Committee members be seriously considered prior to adoption of the framework. The final document should accurately reflect the committee's work, preserve clear professional distinctions, and uphold the integrity of the Comprehensive School Counseling Program model as intended to guide school counseling practice across Oregon.

Jess Calbreath
Pronouns: She/Her/Hers
District Lead Counselor (COSA)

BEND LA PINE SCHOOLS

Book time to meet with me

*Disclaimer: This message may contain confidential student information, protected under the Health Insurance Portability and Accountability Act of 1996 ("HIPPA"), Pub.L. 104-191, and the Family Educational Rights Privacy Act ("FERPA"), 20U.S.C. 123g; 34 CFR Part 99. If you received this message in error, please delete it and notify sender.

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From: Wendy Anderson
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Tuesday, May 19, 2026 3:22:19 PM
Attachments: image001[19].png

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Public Comment Statement:

Members of the Oregon State Board of Education,

I am submitting this public comment as a professional school counselor to express concern regarding the Comprehensive School Counseling Framework recently presented to the State Board.

The version of the framework currently under consideration is significantly different from both the version that was released for public feedback and the version developed through the committee process. These substantial revisions were made without additional review or feedback from the Oregon School Counselor Association or the Framework Committee prior to submission to the State Board, despite the scale of the changes.

A primary concern is that the current framework language appears to equate or blur the roles of School Counselors and School Social Workers in relation to full Comprehensive School Counseling Program (CSCP) implementation. While collaboration across student support professionals is essential, School Counselors and School Social Workers have distinct preparation programs, licensure requirements, and ethical standards. These distinctions matter for accurate implementation of the CSCP model.

Without clear role delineation, districts may incorrectly assume equivalency in training or responsibility for full CSCP implementation, which has implications for staffing decisions, program fidelity, and student access to comprehensive services.

I respectfully ask the Board to ensure that the final framework accurately reflects the intent of the committee process while maintaining clear and appropriate distinctions in professional scope, preparation, and licensure.

Thank you for your consideration.

Saxons
Wendy Anderson *she/her*
School Counselor, So-Z | South Salem High School
Phone 503-399-2644

Email anderson_wendy@salkeiz.k12.or.us

From:	Amber Myers
To:	StateBoard Public Email
Subject:	Public Comment: 7.D Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2260
Date:	Tuesday, May 19, 2026 3:41:29 PM

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Members of the Oregon State Board of Education,
I am submitting this public comment to express serious concern regarding both the process and the version of the Comprehensive School Counseling Framework that was recently presented to the State Board.

The document shared differs significantly from the version that the Framework Committee and the Oregon School Counselor Association collaboratively reviewed, discussed, and worked toward consensus on over many months. Throughout this process, committee members engaged in thoughtful dialogue and professional collaboration to ensure the framework accurately reflected the Comprehensive School Counseling Program (CSCP) model, professional standards, preparation programs, licensure requirements, and the intended implementation of school counseling practice across Oregon.

Unfortunately, the version ultimately advanced to the Board does not reflect the recommendations, discussions, or consensus of the committee.

Equally concerning is the process by which these revisions occurred. Committee members were not consulted regarding the final substantive changes prior to submission to the State Board, nor were we informed that significant revisions had been made until after the framework had already been submitted. Notification occurring late on a Friday evening, after the document had already been submitted to the State Board, further limited the opportunity for meaningful review, discussion, or response from the professional organizations and committee members who had invested substantial time and expertise throughout the process.

Additionally, an optional framework meeting was held on Wednesday, May 13, with Beth Wigham and Dr. Fynn to discuss next steps in the framework process. At no point during that meeting were these substantial revisions or changes to the framework shared with committee members, despite the significant impact those changes would ultimately have on the final document presented to the Board. This has further contributed to confusion and concern regarding transparency and the integrity of the collaborative process.

While I do not want to assign intent, the handling of these revisions has created a perception that the collaborative process and professional feedback provided by committee members were not meaningfully reflected in the final outcome. That is deeply discouraging for those who participated in good faith with the understanding that committee consensus and professional expertise would guide the development of

the framework.

A primary concern within the current draft is the issue of professional role clarity. I believe the committee intentionally worked to include School Social Workers within the framework as important collaborative contributors in alignment with the legislation. At the same time, it is both appropriate and necessary for the framework to clearly articulate the role of licensed school counselors within a Comprehensive School Counseling Program and acknowledge that school counselors are specifically trained and licensed to implement the full scope of a CSCP.

This concern is not about excluding or diminishing the important contributions of School Social Workers or other student support professionals. School Social Workers are vital partners in supporting students, families, and school communities, and many of us have worked closely alongside them in highly collaborative systems of support. However, collaboration does not eliminate the need for professional role clarity.

In fact, during one of the committee discussions last week, a School Social Worker and University Professor shared that they would not want responsibility for four-year planning or broader academic and career planning responsibilities because those areas are not within their professional preparation or scope of practice. Those responsibilities represent a significant portion of the work embedded within a Comprehensive School Counseling Program. That discussion reinforced exactly why the committee worked intentionally to clearly delineate roles, expertise, and scope of practice within the framework.

No one has suggested that collaboration should not occur. Rather, the concern is that the current draft minimizes distinctions that are necessary for accurate implementation and understanding of the CSCP model.

A Comprehensive School Counseling Program is a distinct professional framework grounded in the preparation, licensure, ethical standards, competencies, and scope of practice of licensed school counselors. School counselors are uniquely trained to deliver the full CSCP across academic, career, and social/emotional domains in alignment with ASCA standards and Oregon legislation.

While School Social Workers play a critical and valued role within the CSCP framework, their scope generally aligns to specific components of student support and intervention systems rather than full implementation of the CSCP model. Schools would therefore still require additional systems, structures, and appropriately licensed personnel to fully meet CSCP legislative requirements.

It is important that the Board carefully consider the ethical implications of adopting a framework that does not clearly distinguish the preparation and licensure required to fully implement Oregon’s Comprehensive School Counseling Program model and OAR 581-022-2060. Clear role delineation is not about exclusion; it is about ensuring students, families, schools, and districts understand which professionals are specifically trained to lead and deliver the full scope of CSCP services in alignment with state expectations and professional standards.

When professional distinctions are minimized, schools and districts may incorrectly assume that individuals without the full preparation and training specific to Comprehensive School Counseling Programs are equipped to independently design, lead, and implement all aspects of the framework. That misunderstanding has the potential to impact implementation fidelity, student access to comprehensive services, and long-term program effectiveness.

This concern is ultimately about maintaining professional integrity, clarity, and fidelity to the purpose of the Comprehensive School Counseling Program model. When distinctions between professional roles are minimized or removed, it creates confusion for districts, administrators, and practitioners statewide regarding who is appropriately trained and licensed to lead and fully implement CSCP work, as well as how collaborative support roles appropriately contribute within that framework.

Maintaining clear professional distinctions within the framework also supports districts in appropriately planning for implementation, staffing structures, and service delivery based on the qualifications, licensure, and expertise of the professionals they hire to support student needs.

I respectfully ask that the concerns raised by school counselors, OSCA, and Framework Committee members be seriously considered prior to adoption of the framework. The final document should accurately reflect the committee's work, preserve clear professional distinctions, and uphold the integrity of the Comprehensive School Counseling Program model as intended to guide school counseling practice across Oregon.

Thank you,

Amber Myers

West Salem High School Counselor A-DA

503-399-3780

From: Brettney Bryant
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 8:14:29 AM
Attachments: Outlook-bblausc0.png
Outlook-almqoovv.png

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Members of the Oregon State Board of Education,

I am submitting this public comment as a professional school counselor to express concern regarding the Comprehensive School Counseling Framework recently presented to the State Board.

The version of the framework currently under consideration is significantly different from both the version that was released for public feedback and the version developed through the committee process. These substantial revisions were made without additional review or feedback from the Oregon School Counselor Association or the Framework Committee prior to submission to the State Board, despite the scale of the changes.

A primary concern is that the current framework language appears to equate or blur the roles of School Counselors and School Social Workers in relation to full Comprehensive School Counseling Program (CSCP) implementation. While collaboration across student support professionals is essential, School Counselors and School Social Workers have distinct preparation programs, licensure requirements, and ethical standards. These distinctions matter for accurate implementation of the CSCP model.

Without clear role delineation, districts may incorrectly assume equivalency in training or responsibility for full CSCP implementation, which has implications for staffing decisions, program fidelity, and student access to comprehensive services.

I respectfully ask the Board to ensure that the final framework accurately reflects the intent of the committee process while maintaining clear and appropriate distinctions in professional scope, preparation, and licensure.

Thank you for your consideration.

Brettney Bryant *(She/Her)*
High Desert Middle School
8th Grade Counselor / Consejera de 8 Grado
WEB Coordinator / Coodinator de WEB

brettney.bryant@bend.k12.or.us
541-355-7341
HDMS Counseling Website

care solace

"At the end of the day we can endure much more than we think"
-Frida Kahlo-

Book time to meet with me

From: Kelsey Jaeckel
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 8:31:22 AM

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Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

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A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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Sincerely,

Kelsey Jaeckel, Licensed School Counselor, Oregon

--
Kelsey Jaeckel
School Counselor
Amity Creek Elementary School
Tuesday and Friday between 10:30 am - 2:30 pm
Please email me to schedule an appointment: kelsey.jaeckel@bend.k12.or.us

From: Maya Bourgeois
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 8:57:30 AM

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Sincerely,

Maya Bourgeois she/her Beaverton School District, *School Counselor*

From: Cameon Gustafson
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 9:29:59 AM

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Sincerely,

Cameon Gustafson

School Counselor, Cascades Elementary, LCSD

OSCA Board Director

OSCA Advocacy Committee Member

--
Cameon Gustafson (she/her)
Cascades Elementary
School Counselor
541-451-8524 ext. 1713



If you are experiencing a mental health crisis, please contact one of the following:
Call 911 (for an emergency)
Call 988 National Suicide Prevention Lifeline
Contact Linn County Mental Health 541-967-3866 or 800-304-7468
Youth Line 877-968-8491 or text 'teen2teen' to 839863

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From: Angie Chown
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 9:34:45 AM

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Sincerely,

Angie Chown
OSCA Board of Director
OSCA SCOY 2023
ASCA- Certified School Counselor
Sage Elementary- Redmond, OR
P: 541-316-2830 | F: 541-316-2831
angie.chown@redmondschools.org

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From: Seth Burke
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 9:43:20 AM

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--
Seth Burke, NCC
School Counselor
Last Name A-G (All Grades)
Ridgeview High School
Office: 541-504-3600 ext. 6023
seth.burke@redmondschools.org

If you are experiencing an emergency, please call 911 or the Deschutes County Crisis Line at 541-322-7500, ext. #9, for 24 hour support.

For a list of local mental health providers visit mentalhealthlistco.org

If you are concerned for someone else's safety, please call or text SafeOregon at 844-472-3367

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From: Kirsten Gano
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 9:43:28 AM

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Kirsten Gano

Licensed High School Counselor

--



If you are experiencing an emergency, please call 911.
For crisis support, call the Deschutes County Crisis Line at 541-322-7500, ext. #9, for 24-hour support.
For direct crisis support for teens, call YouthLine at 877-968-8491 or text "teen 2 teen" to 839863.
If you are concerned for someone else's safety, please call or text Safe Oregon at 844-472-3367.
Visit First Step at https://www.firststeporegon.org/ for additional mental health resources.

*Please note that my email is only checked between 7 a.m. and 3 p.m. on school days.

From: nicole deluca
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 9:46:48 AM

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I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

As an academic coach that works with students, teachers, counselors and administration, I am not only more appreciative of counselors and social workers but realize how they are the foundation of school collaboration and best practice to make sure students thrive and teachers are supported. They set the tone for relationships at a school, they advocate for the best for students, know them the best, help them navigate classes, which helps teachers thrive, and the school community to benefit. The families, the students, the way that we all work together is built on the depth of our counseling and social worker team. From placement of students to guiding them through mental health, and doing the same for staff, I could not imagine not having our team. They are loved, respected, and make us great. They deserve everything. Our students deserve everything.

I also want to advocate as a mom. I personally have a perspective on how important social workers and counselors are on a campus and how they have impacted me and my family. My eldest child, 14, in eighth grade, has been struggling for two years with their mental health. It has gotten worse and worse over the last two years. And finally, we are on an upswing. Why? Because of the counselor and social worker at her school. In fact, she is here because of them. She tried to take her own life, but it was the social worker at her school and the counselor that she felt comfortable opening up to, going to, asking for help. And they got us help. The worked with us, developed a plan, they are a safe space for my child. I almost lost my child, and if her school didn't have the resources to have both counselors and social workers, I honestly don't know if my kid would be alive right now. Social workers and counselors literally save lives. Why would we ever want to change the opportunities for them to make kids' lives better?

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously**

incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.

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A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

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Potential consequences include:

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For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final

framework reflects those values.

Sincerely,

Nicole DeLuca
Academic Coach/Leadership Team
Meadow Park Middle School
she/her(s)

Belong. Believe. Achieve. Follow us!

Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

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From: erin murphy
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 9:52:26 AM

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Sincerely,

Erin Murphy
School Counselor

Erin Murphy, School Counselor
erin_murphy@beaverton.k12.or.us

If you or someone you care about is experiencing a mental health crisis, HELP is available:

Washington County 24 hour Crisis Line: 503-291-9111

National Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
The Lifeline is a 24hr toll-free phone line for people in suicidal crisis or emotional distress.
An online chat option is available at: http://www.suicidepreventionlifeline.org/chat

Oregon Youth Line: Talk 877-968-8491 | Text "teen2teen" to 839863 | Chat: OregonYouthLine.org

For basic resources and other concerns, Dial 2-1-1

Beaverton School District | Meadow Park Middle
14100 SW Downing Street, Beaverton, OR 97006
Main Office: 503-356-2640 | Attendance: 503-356-2641 | Fax: 503-356-2645

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Beaverton School District does not discriminate in any programs or activities on any basis protected

by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

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From: Nicole Sibert
To: StateBoard Public Email
Subject: Request to pause adoption of the framework - Please!!
Date: Wednesday, May 20, 2026 9:56:57 AM

You don't often get email from nicole.sibert@hoodriver.k12.or.us. 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. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

I am concerned with the **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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Sincerely,

Nicole Sibert

--
Nicole Sibert, MA School Counseling
School Counselor - *Caseload HI - Me*
Hood River Valley High School
Hood River County School District
nicole.sibert@hoodriver.k12.or.us

Go Eagles!



Student Services Resource Hub - Includes resources from One Community Health, School Based Health Center, The Next Door, Center for Living, the Dougy Center, Suicide Prevention & Crisis Response, Early Learning, Child Care, Housing, Food & Transportation Assistance



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From:	Kanzig, Charlie
To:	StateBoard Public Email
Subject:	"Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060"
Date:	Wednesday, May 20, 2026 9:59:04 AM

You don't often get email from charlie.kanzig@ssd6.org. 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. ***]

Hello,
I have been a school counselor in Oregon since 1987 and have been involved with the Comprehensive Guidance and Counseling work for most of that time. Though the following letter was not written by me, I agree with its contents wholeheartedly. Do not equate social workers with certified school counselors. We can work together, but we are not the same.

Here is the full letter for the public comment:

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Sincerely,
Sincerely,



Charlie Kanzig
Sisters High School Counselor and XC coach

Disclaimer: This message may contain confidential student information, protected under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), Pub. L.104-191, and the Family

Educational Rights and Privacy Act ("FERPA"), 20U.S.C. § 1232g; 34 CFR Part 99. If you received this message in error, please delete it and notify the sender.

From: Sarah Rice
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 9:59:54 AM

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--

Sarah Rice, B.A. she|her|hers
Middle School Counselor
School Counselor M.Coun Licensure Program | Oregon State University

From: Leanne Neal
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 10:03:48 AM

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Leanne
--
Leanne Neal, M.Ed., M. Coun.
School Counselor
Juniors (2027) - Last Name A - Z
Seniors (2026) - Last Name P - Z
The Dalles High School
541-506-3449 ext. 2018
Set up an appt: https://calendly.com/ms_leanne

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From: baylee duncan
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 10:18:38 AM

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Dear Members of the Oregon State Board of Education,

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Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

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Potential consequences include:

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For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Baylee Duncan
7th grade counselor, Meadow Park Middle School, Beaverton School District

Baylee Duncan
7th Grade Counselor
she/her/hers

Beaverton School District | Meadow Park Middle School | traditional Atfalati & Kalapuya land
14100 SW Downing Street, Beaverton, OR 97006
Main Office: 503-356-2640 | Attendance: 503-356-2641

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From: Advocacy OSCA
To: StateBoard Public Email
Subject: Public Comment: May 21 Meeting Agenda Item 7D: Oregon Framework
Date: Wednesday, May 20, 2026 10:30:32 AM

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Board Chair Scurlock and Members of the State Board of Education,

I am submitting this Public Comment regarding the May 21st meeting agenda item -

7.D. Oregon's Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.

I am Dr. Gene Eakin, Oregon School Counselor Association Advocacy Chair. I am completing my 50th year in Oregon as a school counselor, school counselor educator, and/or Oregon School Counselor Association Advocacy Chair. I served on the committees that developed the first and the second editions of the Oregon Framework. I was hired by the Oregon Department of Education in 2018 to help develop an online course on Comprehensive School Counseling and assist in developing a Career Connected Learning Implementation Guide. You can access this course and implementation guide at this webpage. I am also an American School Counselor Association Certified Trainer for Academic Counseling: Enhancing Motivation to Achieve.

You have a copy of the proposed 3rd edition of the Oregon Framework. Dr. Wigham will present the Framework to you at the May 21st meeting at 2:20 for the first reading. She will then return on June 18th for the second reading, requesting you vote to adopt this version of the Oregon Framework.

Please find in your Boardbook the public comments from several Framework Committee members and the Oregon School Counselor Board (OSCA) Chair. You will hear Virtual testimony from the OSCA Board Chair Elect. Each expressed their appreciation of many aspects of the Framework. As a member of the two previous Framework committees, I, too, commend Dr. Wigham and the Framework Committee for clearly and concisely communicating the key components of a comprehensive school counseling program (CSCP). All who submitted testimony also expressed their full support and respect for the role of school social workers and the skills and knowledge they bring to a comprehensive school counseling program. And, each request that the State Board not approve the version of the Framework presented to you.

The concerns expressed are: 1. The language used in this version of the Framework equates the two roles – that of the school social worker and that of the school counselor. Yes, school social workers, under Oregon Statute, can lead the development and implementation of a CSCP, but is that the preferred practice? The Oregon Department of Education is responsible for communicating not only that which is legal but also that which is preferred practice and ethical, and, therefore, in the best interests of providing Oregon's students with the services noted in OAR 581-022-2060. 2. The process utilized. A previous draft of the Framework was shared with the OSCA Board and the Framework Committee, and the language was approved by each entity. A Framework

Committee meeting was held on the afternoon of May 13th, and even at that late date, committee members believed that the Framework language approved earlier by them and the OSCA Board would be in the document that was to be forwarded to you. Within less than 24 hours, however, the version you received was emailed to members of the Framework Committee.

I invite you to put yourself in the place of those who served on the Committee. Would your trust in the process that was employed not be diminished? Would you consent to assist in developing the Oregon Framework Implementation Guide if invited? Would you recommend to your peers that they serve on the Framework Implementation Guide development committee if they were invited?

I will conclude my letter by expanding on my statement earlier about the ethical concerns in equating the two roles – the school counselor and the school social worker – as presented in this document. Those reading the Framework document should also be aware of the school social workers' ethical guidelines and the Oregon Teacher Standards and Practices Guidelines on "scope of practice."

The ethical mandate against practicing outside the scope of practice is primarily governed by the NASW Code of Ethics and supplemented by specific education and state regulations. [1]

Core Ethical Guidelines (NASW)

- **Standard 1.04 (Competence):** Social workers must only accept employment, provide services, and use techniques based on their existing competence, education, training, and state license.
- **Acquiring Competence:** If a new skill or intervention is needed, social workers are ethically obligated to undertake appropriate study, training, consultation, and supervision before practicing it.

Oregon Teacher Standards and Practices

- **Competence:** The ethical educator maintains a high standard of professional competence and will not attempt to perform services beyond their level of skill, training, or experience. [1, 2]

Practicing outside the scope of your license or area of competence is considered an ethical violation and can lead to disciplinary action or the revocation of your teaching license. [1]

OAR 584-245-0310 School Social Worker License

(6) Persons holding a School Social Worker License may not:
(a) Substitute as a School Counselor for a period greater than three consecutive months without obtaining the School Counselor License;
(b) Substitute as a School Psychologist; or
(c) Accept any full or part-time position as a School Counselor or as a School

Psychologist; or
(d) Go by the title of School Counselor or School Psychologist.
(7) Violations of section (6) above may result in referral to the Commission for violation of professional practices

I hope the information I have provided will help you decide whether to approve the Framework version you received.

Sincerely,
Gene Eakin, PhD
OSCA Advocacy Chair

From: Karen MacKenzie
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s framework for comprehensive school counseling programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 10:31:32 AM

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Sincerely,

Karen MacKenzie MS, NCC
School Counselor
Barnes Butte Elementary
541-416-4150 Ext 3419
karen.mackenzie@crookcountyschools.org

May 15, 2026

Dear Members of the State Board of Education,

It has been a distinct honor to serve on the Oregon Department of Education's Comprehensive School Counseling Program (CSCP) Framework Update committee. I want to express my sincere appreciation for the leadership of Dr. Wigham and Dr. Fynn, as well as the collaborative spirit and diverse perspectives shared by the entire panel.

Strengths of the Updated Framework

The current draft boasts several significant strengths: it is accessible, visually engaging, and successfully outlines the roles within a multidisciplinary team. I am a staunch advocate for this "team approach." Integrating the unique lenses of school counselors and school social workers ensures that our students and families receive a robust, holistic spectrum of support.

Areas of Concern

Despite these strengths, I am writing to express professional concerns regarding the final revision presented to you. This version differs significantly from the draft our committee last reviewed—a draft I believe more accurately reflected our collective recommendations.

My primary concerns are as follows:

- **Clarity of Professional Identity:** The current version no longer explicitly names **School Counselors** as the foundational leaders of this framework. While I recognize and support the legislative shifts that allow school social workers to lead CSCPs in high-need or rural areas, it is vital to maintain the distinction between these two professions. Both ODE and TSPC emphasize that while these roles are complementary, they are not interchangeable.
- **Specialized Training and Scope:** In my role as a School Counselor on Special Assignment, I have seen the magic that happens when these roles partner effectively. Typically, a **School Counselor** focuses on removing academic barriers, fostering personal and social/emotional growth, and driving college and career readiness. Simultaneously, a **School Social Worker** often takes a systemic approach, connecting families to community resources and providing community support.
- **Administrative Confusion:** When the framework lacks specific terminology, administrators often hire for these roles interchangeably. This can lead to gaps in service, particularly in academic advising and classroom-based social-emotional learning, where social workers have not had the same pedagogical training or classroom management experience required by the CSCP.

A Path Forward

To honor both professions and ensure the integrity of the law, I respectfully suggest the following adjustments:

- **Explicit Language:** Use the phrasing **"School Counselors and counseling staff"** throughout the document. This is inclusive of our social work and psychological partners while maintaining the statutory identity of the CSCP.
- **Distinct Frameworks:** Consider maintaining the integrity of the CSCP as a counselor-led program while potentially developing a parallel or integrated School Social Work framework. This honors the unique expertise of social workers without diluting the specialized academic and career mandates of the school counseling profession.

The Need for Sustainable Funding

Finally, I must advocate for a consistent, protected funding stream for both roles. The long-term impacts of the pandemic continue to challenge our students, yet declining enrollment has led to devastating budget cuts. In my own district, recent reductions to our CSCP will deeply affect our ability to serve our youth. We cannot deliver on the promise of these frameworks without the personnel to implement them.

Thank you for your dedication to Oregon's students and for considering these reflections on how we can best support their success through clear, professional, and inclusive guidance.

Sincerely,

Karen Harshfield, MS, PhD candidate

School Counselor on Special Assignment

Gresham-Barlow School District

harshfield2@gresham.k12.or.us

971-678-2088

From: Riley Bauer
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 10:36:29 AM

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Sincerely,

Riley Bauer, M.Ed., School Counselor

--
Riley Bauer, M.Ed (she/her/hers)
Licensed School Counselor
Hood River Valley High School | *Last names: Ru-S*

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From: Fred VonSeggern
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 10:42:44 AM

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Sincerely,

Fred Von Seggern

--

Fred Von Seggern
School Counselor | Terrebonne Community School
Office: 541.923.4856
fred.vonseggern@redmondschools.org



The health of Redmond School District students and team members is our highest priority. RSD is adhering to all required state guidelines for physical distancing, face coverings, and cohorts to keep our school communities safe. Please visit our FAQs online for additional information about our return to school this fall.

From: shelby hawkinson
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 10:50:50 AM

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Sincerely,

Shelby Hawkinson (she/they)
6th Grade School Counselor

Beaverton School District | Whitford Middle
7935 SW Scholls Ferry Road, Beaverton, OR 97008
Main Office: 503-356-2700 | Attendance: 503-356-2701 | Fax: 503-356-2705

Go Wildcats! 

If you are experiencing an emergency, please contact 211 or one of the following resources:

Police non-emergency for crisis assistance: 503-629-0111
Washington County Crisis Line: 503-291-9111
National Suicide Prevention Lifeline: 1-800-273-8255
Oregon YouthLine: 1-877-968-8491
Oregon YouthLine text: teen2teen to 839863
Oregon YouthLine: Chat via computer- www.oregonyouthline.org

Si tiene una emergencia, llame al 211 o a uno de los siguientes recursos:

Número de la policía para casos que no son de emergencia para asistencia de crisis: 503-629-0111

Línea de Crisis del Condado de Washington: 503-291-9111

Línea Nacional de Prevención del Suicidio: 1-800-273-8255

Oregon YouthLine: 1-877-968-8491

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From: haylee davis
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 10:52:24 AM

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Haylee Davis
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From: naseem saremi
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 10:54:53 AM

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Kindly,

Naseem T. Saremi
School Counselor (Last Names Ro-Sus)
Pronouns (she/her)
(503) 356-3051
Book an Appointment (Students Only)

If you are in need of mental health support please consider the following:

- Washington County 24 hour Crisis Line (503) 291-9111
- Oregon Youth Line 1-877-968-8491 text: teen to 839863 or Call/text 988
- The Trevor Project is a national 24-hour confidential suicide hotline for LGBTQ+ youth 1-866-488-7386. Text and chat options are also available.
- Food Resources

Beaverton School District | Westview High
4200 NW 185th Avenue, Portland, OR 97229
Main Office: 503-356-3020 | Fax: 503-356-3025

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From: mary mannion
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 10:56:24 AM

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Sincerely,

Mary Mannion
School Counselor Bo-Fi

Beaverton School District | Mountainside High
12500 SW 175th Avenue, Beaverton, OR 97005
Main Office: 503-356-3500 | Attendance: 503-356-3508 | Fax: 503-356-3505

Go Mavericks!

If you are in need of resources, please consider consulting 211.org or calling 211.

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From: margaret patterson
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 10:56:44 AM

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Maggie Patterson
School Counselor, M.Ed.

Beaverton School District | Jacob Wismer Elementary
5477 NW Skycrest Parkway, Portland, OR 97229
Main Office: 503-356-2150 | Attendance: 503-356-2151 | Fax: 503-356-2155

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From: daisy vang
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 11:06:04 AM

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- Reduced access to college and career readiness programming, as career counseling is a required component of school counselor preparation but not standard within social work training;
- Reduced focus on academic advocacy and achievement gap interventions, which are central components of the ASCA model;
- Reduced implementation of prevention-oriented and multi-tiered school counseling services that are specifically embedded within counselor preparation programs.

Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In

fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Daisy Vang

School Counselor, MS., LPSC

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From: Gaby Chavez
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 11:06:59 AM

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Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate

graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

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Sincerely,

--
Gaby Chavez M.Ed. (She/Her/Ella)
Licensed School Counselor

From:	ulla dosedal
To:	StateBoard Public Email
Subject:	Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date:	Wednesday, May 20, 2026 11:12:20 AM

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Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to respectfully request that the Board pause adoption of the framework in its current form.

I am concerned about the last-minute reversal of previously incorporated recommendations, without transparent communication or explanation. This is damaging the trust I have in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts. When educational professionals are invited into a collaborative process, but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

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also means that they can offer students and families skills that include academic support by identifying root causes of academic/disability concerns, producing complicated graduation plans and credit attainment at the secondary level.

By contrast, school social workers are mainly trained in mental health services, crisis response, family engagement, and community-based support systems. Their training equips them to provide valuable services within schools, but not necessarily to design and lead a comprehensive school counseling program unless additional counseling-specific preparation has been completed. **Professional ethics across helping professions require individuals to practice within the scope of their specialized training and licensure.**

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Sincerely,

Ulla Dosedal *(she/her/hers)*
School Counselor CI-GA
Schedule an appointment with me

Beaverton School District | Beaverton High
13000 SW Second Street, Beaverton, OR 97005
Main Office: 503-356-2830 | Fax: 503-356-2825

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From: Melissa Bentley
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 11:22:30 AM

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Sincerely,

Melissa Bentley

Licensed School Counselor, M.Ed in School Counseling

--
Melissa Bentley
School Counselor (Last Names Mi-Ro)
Hood River Valley High School
(she/her/ella)

School Based Health Center
Mental Health Resources

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From:	Dawn Mathews
To:	StateBoard Public Email
Subject:	Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date:	Wednesday, May 20, 2026 11:32:13 AM

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Members of the Oregon State Board of Education,

I am submitting this public comment as a professional school counselor to express concern regarding the Comprehensive School Counseling Framework recently presented to the State Board.

The version of the framework currently under consideration is significantly different from both the version that was released for public feedback and the version developed through the committee process. These substantial revisions were made without additional review or feedback from the Oregon School Counselor Association or the Framework Committee prior to submission to the State Board, despite the scale of the changes.

A primary concern is that the current framework language appears to equate or blur the roles of School Counselors and School Social Workers in relation to full Comprehensive School Counseling Program (CSCP) implementation. While collaboration across student support professionals is essential, School Counselors and School Social Workers have distinct preparation programs, licensure requirements, and ethical standards. These distinctions matter for accurate implementation of the CSCP model.

This concern is not about excluding or diminishing the important contributions of School Social Workers or other student support professionals. School Social Workers are vital partners in supporting students, families, and school communities, and many of us have worked closely alongside them in highly collaborative systems of support. However, collaboration does not eliminate the need for professional role clarity. In fact, we work better together when there is a clearly defined distinction between the roles which provides a more robust system of support for all of our students.

I respectfully request that the concerns raised by school counselors, OSCA, school social workers, university professors and Framework Committee members be taken into serious consideration prior to the adoption of the framework to uphold the integrity of the Comprehensive School Counseling Program model to guide school counseling practice across Oregon.

Dawn Mathews, A-L Counselor
Parrish Middle School
(503)399-3210

From: gillian dyall
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 11:46:01 AM

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Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

The revised guide **fails to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

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For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

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professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Gillian Dyall M.S.
School Counselor

Beaverton School District | Findley Elementary
4155 NW Saltzman Rd, Portland OR 97229
Main Office: 503-356-2100 | Attendance: Option 1 | Fax: 503-356-2105

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From: Alex Brink
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 11:53:06 AM

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Members of the Oregon State Board of Education,

I am submitting this public comment to express serious concern regarding both the process and the version of the Comprehensive School Counseling Framework that was recently presented to the State Board.

The document shared differs significantly from the version that the Framework Committee and the Oregon School Counselor Association collaboratively reviewed, discussed, and worked toward consensus on over many months. Throughout this process, committee members engaged in thoughtful dialogue and professional collaboration to ensure the framework accurately reflected the Comprehensive School Counseling Program (CSCP) model, professional standards, preparation programs, licensure requirements, and the intended implementation of school counseling practice across Oregon.

Unfortunately, the version ultimately advanced to the Board does not reflect the recommendations, discussions, or consensus of the committee.

Equally concerning is the process by which these revisions occurred. Committee members were not consulted regarding the final substantive changes prior to submission to the State Board, nor were we informed that significant revisions had been made until after the framework had already been submitted. Notification occurring late on a Friday evening, after the document had already been submitted to the State Board, further limited the opportunity for meaningful review, discussion, or response from the professional organizations and committee members who had invested substantial time and expertise throughout the process.

Additionally, an optional framework meeting was held on Wednesday, May 13, with Beth Wigham and Dr. Fynn to discuss next steps in the framework process. At no point during that meeting were these substantial revisions or changes to the framework shared with committee members, despite the significant impact those changes would ultimately have on the final document presented to the Board. This has further contributed to confusion and concern regarding transparency and the integrity of the collaborative process.

While I do not want to assign intent, the handling of these revisions has created a perception that the collaborative process and professional feedback provided by committee members were not meaningfully reflected in the final outcome. That is deeply discouraging for those who participated in good faith with the understanding that committee consensus and professional expertise would guide the development of

the framework.

A primary concern within the current draft is the issue of professional role clarity. I believe the committee intentionally worked to include School Social Workers within the framework as important collaborative contributors in alignment with the legislation. At the same time, it is both appropriate and necessary for the framework to clearly articulate the role of licensed school counselors within a Comprehensive School Counseling Program and acknowledge that school counselors are specifically trained and licensed to implement the full scope of a CSCP.

This concern is not about excluding or diminishing the important contributions of School Social Workers or other student support professionals. School Social Workers are vital partners in supporting students, families, and school communities, and many of us have worked closely alongside them in highly collaborative systems of support. However, collaboration does not eliminate the need for professional role clarity.

In fact, during one of the committee discussions last week, a School Social Worker and University Professor shared that they would not want responsibility for four-year planning or broader academic and career planning responsibilities because those areas are not within their professional preparation or scope of practice. Those responsibilities represent a significant portion of the work embedded within a Comprehensive School Counseling Program. That discussion reinforced exactly why the committee worked intentionally to clearly delineate roles, expertise, and scope of practice within the framework.

No one has suggested that collaboration should not occur. Rather, the concern is that the current draft minimizes distinctions that are necessary for accurate implementation and understanding of the CSCP model.

A Comprehensive School Counseling Program is a distinct professional framework grounded in the preparation, licensure, ethical standards, competencies, and scope of practice of licensed school counselors. School counselors are uniquely trained to deliver the full CSCP across academic, career, and social/emotional domains in alignment with ASCA standards and Oregon legislation.

While School Social Workers play a critical and valued role within the CSCP framework, their scope generally aligns to specific components of student support and intervention systems rather than full implementation of the CSCP model. Schools would therefore still require additional systems, structures, and appropriately licensed personnel to fully meet CSCP legislative requirements.

It is important that the Board carefully consider the ethical implications of adopting a framework that does not clearly distinguish the preparation and licensure required to fully implement Oregon’s Comprehensive School Counseling Program model and OAR 581-022-2060. Clear role delineation is not about exclusion; it is about ensuring students, families, schools, and districts understand which professionals are specifically trained to lead and deliver the full scope of CSCP services in alignment with state expectations and professional standards.

When professional distinctions are minimized, schools and districts may incorrectly assume that individuals without the full preparation and training specific to Comprehensive School Counseling Programs are equipped to independently design, lead, and implement all aspects of the framework. That misunderstanding has the potential to impact implementation fidelity, student access to comprehensive services, and long-term program effectiveness.

This concern is ultimately about maintaining professional integrity, clarity, and fidelity to the purpose of the Comprehensive School Counseling Program model. When distinctions between professional roles are minimized or removed, it creates confusion for districts, administrators, and practitioners statewide regarding who is appropriately trained and licensed to lead and fully implement CSCP work, as well as how collaborative support roles appropriately contribute within that framework.

Maintaining clear professional distinctions within the framework also supports districts in appropriately planning for implementation, staffing structures, and service delivery based on the qualifications, licensure, and expertise of the professionals they hire to support student needs.

I respectfully ask that the concerns raised by school counselors, OSCA, and Framework Committee members be seriously considered prior to adoption of the framework. The final document should accurately reflect the committee's work, preserve clear professional distinctions, and uphold the integrity of the Comprehensive School Counseling Program model as intended to guide school counseling practice across Oregon.

Alex Brink
School Counselor,
Parrish Middle School M-Z
"*Life is 10% what happens to you, and 90% how you respond"*

From: Sarah D Martin
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 12:23:47 PM

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Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate

graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

By contrast, school social workers provide critically important expertise in mental health services, crisis response, family engagement, and community-based support systems. Their training equips them to provide valuable services within schools, but not necessarily to design and lead a comprehensive school counseling program unless additional counseling-specific preparation has been completed. **Professional ethics across helping professions require individuals to practice within the scope of their specialized training and licensure.**

This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program.**

Potential consequences include:

- Reduced access to college and career readiness programming, as career counseling is a required component of school counselor preparation but not standard within social work training;
- Reduced focus on academic advocacy and achievement gap interventions, which are central components of the ASCA model;
- Reduced implementation of prevention-oriented and multi-tiered school counseling services that are specifically embedded within counselor preparation programs.

Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both

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For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Sarah Martin, M.Ed, LPSC

Sarah Martin (she/her)
School Counselor (Last names A-D)

If you need help outside of school:
Washington County Crisis Line: (503) 291-9111
Youthline: (877) 968-8491
Text teen2teen to 839863
www.oregonyouthline.org
Trevor Project (LGBTQ Crisis Line): 1-(866)-488-7386
Text START to 678-678
Food/Housing/Utility/Childcare/Other Resources Call: 211

Beaverton School District | Stoller Middle
14141 NW Laidlaw Road, Portland, OR 97229
Main Office: 503-356-2680 | Fax: 503-356-2685

Go Jaguars! 

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From: Phoebe Secor
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 12:26:48 PM

You don't often get email from phoebe.secor@redmondschools.org. 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. ***]

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Sincerely,

Phoebe Secor

School Counselor

--
Phoebe Secor
School Counselor, M.A.Lynch Elementary



From: edward fernandez
To: StateBoard Public Email
Subject: Regarding the Updated Comprehensive School Counseling Program Guide
Date: Wednesday, May 20, 2026 12:32:25 PM

You don't often get email from edward_fernandez@beaverton.k12.or.us. 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. ***]

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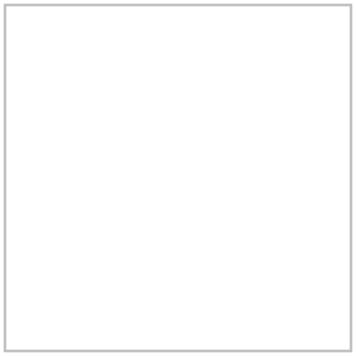
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Sincerely,

Eddy Fernandez
High School Counselor
(9th - 12th Grades; Last names: A - Ka)

Beaverton School District | FLEX Online School
10740 NE Walker Rd., Suite B
Hillsboro, OR 97006
Main Office: (503) 356-3720



The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status or because of a perceived or actual association with any other persons within these protected classes.

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From: Allison Silbernagel
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060Dear Members of the Oregon State Board of Education,
Date: Wednesday, May 20, 2026 12:42:15 PM

You don't often get email from silbernagel_allison@salkeiz.k12.or.us. 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. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express concern regarding the recent revisions to the Comprehensive School Counseling Program Guide and to respectfully request that the Board pause adoption of the framework in its current form.

Over the past eight months, practicing school counselors, members of the Oregon School Counselor Association, and framework committee participants engaged in what appeared to be a collaborative stakeholder process. Counselors contributed professional expertise and recommendations in good faith, with the understanding that practitioner input would meaningfully inform the final guidance. The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's process and undermined confidence in future stakeholder engagement.

I am also concerned that the revised guide fails to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers. While collaboration among multidisciplinary support teams is essential and foundational to student success, collaboration does not mean interchangeability of roles.

School counselors and school social workers are distinct professions with different graduate preparation programs, licensure pathways, and professional competencies. CACREP-accredited school counseling programs specifically prepare professionals to design, implement, and lead comprehensive school counseling programs aligned with the ASCA National Model, including academic development, college and career readiness, systems-level leadership, and data-driven student support. School social workers provide critically important expertise in mental health services, crisis response, family engagement, and community support systems. Both professions are essential, but they are not interchangeable.

Without clearer role distinctions, the revised framework risks creating confusion around hiring practices, program implementation, and expectations for student services. It may also unintentionally reduce access to critical components of comprehensive school counseling programs, including college and career readiness, academic advocacy, and prevention-oriented supports.

For these reasons, I respectfully urge the Board to pause adoption of the revised framework and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs while recognizing school social workers as vital collaborative partners within their own professional

scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Oregon students deserve support systems grounded in collaboration, transparency, professional integrity, and appropriately trained leadership.

Sincerely,

Allison Silbernagel she/her (why pronouns matter)
School Counseling Program Associate
Salem-Keizer Public Schools
teams #: 971-915-4163
district cell: 503-480-6062

SKPS Employee Wellness Resources
Feeling Stressed? (1 min),
Feeling Anxious? (2 mins),
5-4-3-2-1 Grounding Technique (4:28 minutes)
Care Solace care coordination services

SKPS Vision: All students graduate and are prepared for a successful life.

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When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.
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Potential consequences include: Reduced access to college and career readiness programming, as career counseling is a required component of school counselor preparation but not standard within social work training; Reduced focus on academic advocacy and achievement gap interventions, which are central components of the ASCA model; Reduced implementation of prevention-oriented and multi-tiered school counseling services that are specifically embedded within counselor preparation programs. Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

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Sincerely,

Robert Williams
Oregon Licensed School Counselor & LPC

From: ODE Front Desk
To: StateBoard Public Email
Cc: ROSENBERG Corey * ODE
Subject: FW: Policy Proposal on Grading Days for Patients
Date: Friday, May 15, 2026 10:49:53 AM

From: [redacted]
Sent: Friday, May 15, 2026 10:48 AM
To: ODE Front Desk <ODE.FrontDesk@ode.oregon.gov>
Subject: Policy Proposal on Grading Days for Patients

> 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. ***]

Dear Oregon Board of Education Members,

I am a senior at Forest Grove High School in Forest Grove, Oregon, and I have been asked to write a letter to advocate for policy change in my area. I am the daughter of two parents who work in the field of education, a chief financial officer and an administrator for special education. I am also a student who has built meaningful relationships with my teachers throughout my school years.

I have recently noticed a general complaint amongst educators across my city. My teachers, given 2-4 personal days and 10-12 sick days, are unable to complete the extensive amounts of grading and work given to them outside of teaching their students. My teachers have mentioned taking personal or sick days to grade, but that is not the intended purpose for these days. I recognize that these days are given to teachers to ensure overall well-being and to improve performance across the board, but when these teachers don't have the time to finish their work, they are forced to invade their personal time to do so, which can lead to complete burnout for these educators.

I propose that the Oregon Board of Education add 3 paid grading days (In addition to teacher development days before a progress report), where teachers are able to choose between working from home or school to grade assignments. This would prevent the workload for teachers from piling up, it would benefit teacher welfare and balance, while also promoting grading efficiency and production. My goal is to decrease the copious amounts of strenuous workload that these teachers face, because they are people who have families and hobbies that deserve attention too.

I thank you profusely for taking the time to read this email, and I hope my thoughts make it into your consideration.

Sincerely,
Alina Harrison

From: Ray Adam Basaldua
To: StateBoard Public Email
Subject: Oregan Department of Education: Formal Legal Notice - Fraud
Date: Monday, May 4, 2026 8:46:40 AM

You don't often get email from rayadam@ercdevelopmentnetwork.com. 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. ***]

Oregan State Board of Education-

This correspondence constitutes formal legal notice from ERC Development Network LLC regarding its ongoing initiative to publicly release critical information historically omitted from standard educational frameworks.

At its core, the information is grounded in two components:

1. First Principles: You live in a structured society. Structure means framework. Framework means rules, laws, and governance.

2. Operational Framework (ERC Thinking Pattern)

ERC Thinking Pattern - (E): Ethics (R): Relationships (C): Cognition

(E): Have a conscientious mindset to do what is right

(R): by identifying and acting accordingly with whom you are dealing with

(C): while possessing an understanding of the legality at hand.

It is the position of ERC Development Network LLC that the omission of this information is not incidental, but systemic, and that such omission has foreseeably resulted in harm to students—academically, cognitively, and with respect to mental well-being.

The prevailing public assumption characterizes the education system as “broken.” Our position is more precise: the system is structured. In the absence of a clear understanding of that structure, individuals predictably misinterpret both its function and its outcomes.

Society operates within a defined framework composed of rules, laws, and governing systems. The education system, however, provides only partial access to this framework—sufficient to enable participation, but insufficient to support accurate interpretation.

This limitation is material.

The resulting gap between participation and comprehension produces consistent and foreseeable errors in judgment. These errors are not random; they arise in identifiable and repeatable patterns.

Where structured cognitive development is omitted, individuals are conditioned to operate within systems they do not fully understand, resulting in impaired decision-making and downstream harm.

It is the position of ERC Development Network LLC that the continued failure of educational institutions to address this deficiency may constitute fraud, particularly where such harm is reasonably foreseeable and preventable through the inclusion of structured cognitive instruction.

Accordingly, this notice serves to formally establish the following:

- That ERC Development Network LLC has identified and documented the structural deficiencies referenced herein.
- That said deficiencies have been made publicly accessible through our published materials, including the Higher Education section of our website.
- That the risks associated with continued omission are now explicitly known and have been communicated.
- That any continued failure to evaluate, address, or remediate these deficiencies may increase institutional exposure to liability under applicable standards of care.

Request for Acknowledgment and Response

You are hereby requested to provide written acknowledgment of receipt

of this notice within ten (10) business days from the date of delivery. In addition, ERC Development Network LLC requests a substantive written response within thirty (30) days addressing:

- Whether your institution has reviewed the deficiencies outlined herein.
- Any actions taken or planned to evaluate or remediate such deficiencies.
- Your institution's position regarding the duty to provide structured cognitive development within its educational framework.

Failure to acknowledge or respond may be documented as part of the formal record of notice.

All materials referenced are provided freely and without condition. This initiative is entirely self-funded. No fees, donations, or compensation are requested or expected.

This notice is issued in good faith and in the interest of advancing clarity, strengthening cognitive development, and reducing preventable harm. Nothing in this correspondence shall be construed as a waiver of any rights, claims, or remedies available to ERC Development Network LLC, all of which are expressly reserved.

We trust you will give this matter the attention it warrants.

Sincerely,

Ray Adam Basaldua, CEO
ERC Development Network LLC
ERCdevelopmentnetwork.com
210-385-0831


ETHICS
RELATIONSHIPS
COGNITION
®

From: Andrea Parra
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 2:10:31 PM

You don't often get email from parra14@gresham.k12.or.us. Learn why this is important

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By contrast, school social workers provide critically important expertise in mental health services, crisis response, family engagement, and community-based support systems. Their training equips them to provide valuable services within schools, but not necessarily to design and lead a comprehensive school counseling program unless additional counseling-specific preparation has been completed. **Professional ethics across helping professions require individuals to practice within the scope of their specialized training and licensure.**

This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program.**

Potential consequences include:

- Reduced access to college and career readiness programming, as career counseling is a required component of school counselor preparation but not standard within social work training;
- Reduced focus on academic advocacy and achievement gap interventions, which are central components of the ASCA model;
-

Reduced implementation of prevention-oriented and multi-tiered school counseling services that are specifically embedded within counselor preparation programs.

Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Andrea Parra
Licensed School Counselor, Gresham High School

From: Lynn Cole
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 1:22:22 PM

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Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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Sincerely,

Lynn Cole

Gresham High School Licensed School Counselor

M.Ed, LSC

Lynn Cole (pronouns: she, her, Mrs. Cole) M. Ed, LSC
Licensed School Counselor - Last names H-Mc
Gresham High School
503.674.5527 | GHS Counseling Webpage | Transcript Order Form | Schedule Student Appointment

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A list of general resources can be found on the GHS Counseling webpage

If you are experiencing a mental health crisis or need someone to talk to you, please consider contacting the following crisis lines. Support is available to you 24 hours a day.
Lines for Life/National Suicide Hotline: 988
Youthline: 1-877-968-8491 or text "teen2teen" to 839863
The Trevor Project: 1-866-488-7386
Multnomah County Crisis Line: 503-988-4888

Clackamas County Crisis Line: 503-655-8585

From: Megan Miranda
To: StateBoard Public Email
Subject: Comprehensive School Counseling Framework
Date: Wednesday, May 20, 2026 2:12:07 PM

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Members of the Oregon State Board of Education,

I am submitting this public comment as a professional school counselor to express concern regarding the Comprehensive School Counseling Framework recently presented to the State Board.

The version of the framework currently under consideration is significantly different from both the version that was released for public feedback and the version developed through the committee process. These substantial revisions were made without additional review or feedback from the Oregon School Counselor Association or the Framework Committee prior to submission to the State Board, despite the scale of the changes.

A primary concern is that the current framework language appears to equate or blur the roles of School Counselors and School Social Workers in relation to full Comprehensive School Counseling Program (CSCP) implementation. While collaboration across student support professionals is essential, School Counselors and School Social Workers have distinct preparation programs, licensure requirements, and ethical standards. These distinctions matter for accurate implementation of the CSCP model.

Without clear role delineation, districts may incorrectly assume equivalency in training or responsibility for full CSCP implementation, which has implications for staffing decisions, program fidelity, and student access to comprehensive services.

I respectfully ask the Board to ensure that the final framework accurately reflects the intent of the committee process while maintaining clear and

appropriate distinctions in professional scope, preparation, and licensure.

Thank you for your consideration.

Megan Miranda | she/ her
Judson Middle School
School Counselor
Supporting students last name for A-H
Main office: 503-399-3201
Teams: 971-915-1038

From: Sam Runckel
To: StateBoard Public Email
Subject: Counseling Framework Public Comment
Date: Wednesday, May 20, 2026 1:30:45 PM

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When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

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Potential consequences include:

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For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Sam Runckel, M.Ed, LSC
School Counselor for students with last names starting Me-Ro
Gresham High School
503.674.5526 | GHS Counseling Webpage | Transcript Order Form | Schedule an Appointment

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From:	Amy Aebi
To:	StateBoard Public Email
Subject:	Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date:	Wednesday, May 20, 2026 4:18:59 PM

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[*** 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. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

During the last eight months, professional school counselors throughout Oregon, along with the Oregon School Counselor Association, took part in what was presented as an open and collaborative stakeholder process. Counselors shared significant professional knowledge, provided detailed feedback, and participated in discussions in good faith with the expectation that their perspectives would play a meaningful role in shaping the final guidance. **The late-stage removal of recommendations that had previously been accepted, without clear communication or justification, has weakened trust in the leadership process of the Oregon Department of Education and reduced confidence in future collaborative efforts.**

Another significant concern is that the **revised guide does not adequately clarify the distinct professional responsibilities, training, and scope of practice of school counselors versus school social workers.** This concern is not based on resistance to collaboration. On the contrary, collaboration within multidisciplinary student support teams is a core component of the ASCA National Model and is deeply integrated into comprehensive school counseling programs. School counselors consistently work in partnership with school social workers, psychologists, administrators, nurses, and community organizations to provide coordinated and comprehensive support for students.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

By contrast, school social workers provide critically important expertise in mental health services, crisis response, family engagement, and community-based support systems. Their training equips them to provide valuable services within schools, but not necessarily to design and lead a comprehensive school counseling program unless additional counseling-specific preparation has been completed. **Professional ethics**

across helping professions require individuals to practice within the scope of their specialized training and licensure.

This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program, which would, in turn, harm students.**

Potential consequences include:

- Decreased access to college and career readiness services, since career counseling is a core requirement within school counselor training programs but is not typically emphasized in social work preparation;
- Less attention to academic advocacy and efforts to address achievement gaps, both of which are central elements of the ASCA framework;
- Reduced delivery of prevention-focused and multi-tiered school counseling supports that are intentionally incorporated into counselor education and preparation programs.

School counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

I request that the Board **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and **restore transparency to the process**.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Amy Aebi, School Counselor (she/her)

Elementary School Counselor Program Associate

Department of Behavioral Health
Salem Keizer Public Schools
971-915-1697

" If there is no struggle, there is no progress." – Frederick Douglass

From: Benjamin Handrich
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 3:11:02 PM

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Good afternoon,

My name is Ben Handrich and I am a Secondary School Counselor Program Associate for Salem-Keizer Public Schools.

I am submitting this public comment to express serious concern regarding both the process used by ODE facilitators in revising the Comprehensive School Counseling Framework and the version of the framework that was ultimately presented to the State Board.

1. Concerns Regarding the Revision Process

The version of the framework submitted to the State Board differs significantly from the version that the Framework Committee and the Oregon School Counselor Association collaboratively reviewed, discussed, and worked toward consensus on over many months.

Throughout the process, committee members engaged in thoughtful dialogue and professional collaboration to ensure the framework accurately reflected:

- the Comprehensive School Counseling Program (CSCP) model,
- professional standards,
- preparation programs,
- licensure requirements, and
- the intended implementation of school counseling practice across Oregon.

Unfortunately, the final version advanced to the Board does not reflect the recommendations, discussions, or consensus of the committee.

Equally concerning was the process through which these substantive revisions occurred. Committee members were neither consulted regarding the final changes prior to submission nor informed that significant revisions had been made until after the document had already been submitted to the State Board.

An optional framework meeting was held on Wednesday, May 13, with Beth Wigham and Dr. Fynn to discuss next steps in the framework process. At no point during that meeting were these substantial revisions disclosed to committee members, despite the significant impact those changes would ultimately have on the final document presented to the Board.

Notification of the revisions occurred late Friday evening, after the May 13 meeting and after the

framework had already been submitted to the State Board. This timing significantly limited the opportunity for meaningful review, discussion, or response from the professional organizations and committee members who had invested substantial time and expertise throughout the process.

This sequence of events has created considerable confusion and concern regarding transparency, collaboration, and the integrity of the process itself.

While I do not want to assign intent, the handling of these revisions has created a perception that the collaborative work and professional feedback provided by committee members were not meaningfully reflected in the final outcome. That is deeply discouraging for those who participated in good faith with the understanding that committee consensus and professional expertise would guide development of the framework.

2. Concerns Regarding Professional Role Clarity Within the Framework

A primary concern within the current draft is the issue of professional role clarity.

The Framework Committee intentionally worked to include School Social Workers within the framework as important collaborative contributors in alignment with the legislation. At the same time, the committee also worked intentionally to ensure the framework clearly articulated the role of licensed school counselors within a Comprehensive School Counseling Program and acknowledged that school counselors are specifically trained and licensed to implement the full scope of a CSCP.

This concern is not about excluding or diminishing the important contributions of School Social Workers or other student support professionals. School Social Workers are vital partners in supporting students, families, and school communities, and many of us work alongside them in highly collaborative systems of support. However, collaboration does not eliminate the need for professional role clarity.

In fact, during a recent committee discussion, a School Social Worker and university professor shared that they would not want responsibility for four-year planning or broader academic and career planning responsibilities because those areas are outside their professional preparation and scope of practice. Those responsibilities represent a significant portion of the work embedded within a Comprehensive School Counseling Program. That discussion reinforced why the committee worked intentionally to clearly delineate roles, expertise, and scope of practice within the framework.

No one has suggested that collaboration should not occur. Rather, the concern is that the current draft minimizes distinctions that are necessary for accurate implementation and understanding of the CSCP model.

A Comprehensive School Counseling Program is a distinct professional framework grounded in the preparation, licensure, ethical standards, competencies, and scope of practice of licensed school counselors. School counselors are uniquely trained to deliver the full CSCP across academic, career, and social/emotional domains in alignment with ASCA standards and Oregon legislation.

While School Social Workers play a critical and valued role within the CSCP framework, their scope generally aligns to specific components of student support and intervention systems rather than full

implementation of the CSCP model. Schools would therefore still require additional systems, structures, and appropriately licensed personnel to fully meet CSCP legislative requirements.

It is important that the Board carefully consider the implications of adopting a framework that does not clearly distinguish the preparation and licensure required to fully implement Oregon's Comprehensive School Counseling Program model and OAR 581-022-2060.

Clear role delineation is not about exclusion. It is about ensuring students, families, schools, and districts understand which professionals are specifically trained to lead and deliver the full scope of CSCP services in alignment with state expectations and professional standards.

When professional distinctions are minimized, schools and districts may incorrectly assume that individuals without the specialized preparation and training specific to Comprehensive School Counseling Programs are equipped to independently design, lead, and implement all aspects of the framework. That misunderstanding has the potential to impact implementation fidelity, student access to comprehensive services, and long-term program effectiveness.

Maintaining clear professional distinctions within the framework also supports districts in appropriately planning for implementation, staffing structures, and service delivery based on the qualifications, licensure, and expertise of the professionals they hire to support student needs.

Conclusion

I respectfully ask that the concerns raised by school counselors, OSCA, and Framework Committee members be seriously considered prior to adoption of the framework, and urge the board to pause adoption of the revised framework and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process.

The final document should:

- accurately reflect the committee's collaborative work,
- preserve clear professional distinctions,
- maintain fidelity to the Comprehensive School Counseling Program model, and
- uphold the integrity of the framework intended to guide school counseling practice across Oregon.

Ben Handrich | he + him
Secondary School Counselor Program Associate
Department of Mental Health and Social Emotional Learning
Salem-Keizer School District
971-915-4647

"To give anything less than your best, is to sacrifice the gift." -Steve Prefontaine

From: Emily Baer
To: StateBoard Public Email
Subject: Comprehensive School Counseling Program Guide
Date: Wednesday, May 20, 2026 8:14:18 PM

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[*** 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. ***]

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integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School

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Sincerely,

Emily Baer
School Counselor

From: Seals, Faith A
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 5:00:55 PM

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Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program.**

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As a member of the original role out of the Oregon Framework in the Redmond School District, I will say my work was heavily guided by the Framework and the investment ODE placed in articulating that model. Now that I am adjunct faculty training and preparing the next generation of school counselors, again I find the framework to clearly guide my practice. Please don't muddy the waters.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Faith A. Seals, MS, NCC

Adjunct Faculty OSU-Cascades MCOUN

From: jacqueline herrera
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 5:09:24 PM
Attachments: image001.png

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When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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Sincerely,

Jacqueline (Jackie) Herrera**,** M.Ed., PPS (she/her/ella)
7th Grade Counselor/*Consejera, Grado 7*
Talk To A Counselor request form
There is no one in the world like you and there never will be…



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12250 SW Conestoga Drive, Beaverton, OR 97008
Main Office: 503-356-2580 | **Attendance**: 503-356-2581 | **Fax**: 503-356-2585

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From: Jennifer Hauth
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 2:57:24 PM
Attachments: image001.png
image002.png

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Members of the Oregon State Board of Education,

My name is Jennifer Hauth, and I serve as the Director of Student Well-being for Bend-La pine Schools. Over my 22-year career as a professional school counselor, district lead counseling coordinator, and administrator, I have deeply advocated for effective student support systems. Most recently, I served as a member of the Comprehensive School Counseling Framework Committee.

I am writing to express concerns regarding both the process and the final version of the Comprehensive School Counseling Framework recently presented to the Board. I respectfully request that you pause this adoption and allow the framework committee to convene to review feedback from the state feedback process.

While the committee engaged in months of thoughtful, collaborative work with the Oregon Department of Education (ODE) to align this framework with professional standards and implementation realities, the version advanced to the Board differs from the draft we collectively reviewed and were made outside of the collaborative process. Furthermore, committee members were neither consulted on these changes nor given the opportunity to review how public feedback was incorporated before the document was submitted.

My primary concern is the lack of clear role delineation between licensed school counselors and school social workers. This is not about diminishing the vital role of school social workers; they are essential partners in supporting mental health, families, and community systems. However, collaboration does not mean interchangeability. School counselors and school social workers belong to distinct professions with separate graduate preparation, licensure pathways, and professional standards:

- School counselors are specifically trained and licensed to design, implement, and lead a Comprehensive School Counseling Program (CSCP) across academic, career, and social/emotional domains.
- School social workers provide critical, specialized expertise in mental health interventions, crisis response, and family engagement, but their preparation

does not encompass the full scope of a CSCP.

Without clear professional distinctions, this framework risks creating severe confusion for school boards, districts, and administrators. It inadvertently encourages role-substitution practices that compromise implementation fidelity and ultimately reduce student access to critical services like college and career readiness and academic planning.

Clear role delineation ensures professional integrity, ethical practice, and that students receive services from the appropriately trained professional. I respectfully ask that the Board ensure the final document accurately reflects the collaborative consensus of the committee, preserves vital professional distinctions, and upholds the true intent of Oregon's CSCP model.

Sincerely,

Jennifer Hauth

Jennifer Hauth
Director of Student Well-being
Bend - La Pine Schools
541/355-1038
She/Her

From: Perez, Jessica E
To: StateBoard Public Email
Subject: Public Comment: 7.D Oregon's Counseling Framework Concern
Date: Wednesday, May 20, 2026 2:47:07 PM

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Sincerely,

Jessica Perez, School Counselor at North Albany Middle School

Obtener Outlook para iOS

From: lacy giering
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Wednesday, May 20, 2026 2:59:44 PM

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Lacy Giering
School Counselor, MA

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https://www.oscainc.org/

Dear Members of the Oregon State Board of Education,

On behalf of the Oregon School Counselor Association (OSCA), I am writing in opposition to the version of “Oregon’s Framework for Comprehensive School Counseling Programs” that will be shared by Dr. Wigham at 2:20 today (Thursday, May 21, 2026), and respectfully urge the Board to reconsider revisions that significantly alter the leadership structure and professional identity of comprehensive school counseling in Oregon.

First, I want to acknowledge that school social workers, psychologists, nurses, administrators, and other student support professionals are essential members of school communities. School social workers, in particular, provide invaluable expertise in mental health, family engagement, crisis response, attendance intervention, wraparound services, and community partnerships. Their work is deeply important to student success and well-being.

I also recognize that Oregon districts face real staffing shortages and financial constraints. In some situations, districts may need flexibility to utilize differently licensed professionals to support components of a Comprehensive School Counseling Program (CSCP). Collaboration across disciplines is both necessary and valuable.

However, collaboration should not come at the expense of professional role clarity or the integrity of comprehensive school counseling programs themselves.

The previous draft, which was shared for public input on April 23, 2026, appropriately aligned Oregon’s framework with the ASCA National Model and recognized school counselors as uniquely trained professionals responsible for leading the design, coordination, implementation, and continuous improvement of comprehensive school counseling programs. The revised draft removes that clarity and replaces it with broader language that allows districts to determine which counseling staff may lead the work.

This is more than a wording change. It fundamentally changes the structure and identity of comprehensive school counseling in Oregon.

School counselors receive specialized graduate-level preparation in comprehensive program development, academic planning and advisement, career development, social/emotional development, systems leadership, MTSS-aligned supports, data-informed implementation, and counseling ethics specific to educational settings. These competencies are foundational to accredited school counselor preparation programs and are reflected in the ASCA National Model and ASCA Professional Standards & Competencies.

The revised framework repeatedly shifts language away from “school counselors” and toward broad references to “counseling staff,” “multidisciplinary teams,” and “student success teams.” While multidisciplinary collaboration strengthens student support systems, collaborative partnership is different from interchangeable professional leadership.

Comprehensive school counseling programs are not simply generalized student support systems. They are specialized, standards-aligned educational programs that function best when there is clear leadership, accountability, and alignment to evidence-based school counseling practices.

The original draft successfully balanced collaboration, staffing flexibility, and professional role clarity. The current version moves too far away from that balance and risks weakening the consistency, fidelity, and long-term effectiveness of CSCP implementation across Oregon schools.

Oregon students deserve access to high-quality, standards-aligned comprehensive school counseling programs led by appropriately trained school counselors working collaboratively alongside other student support professionals.

Thank you for your consideration and commitment to Oregon students and schools.

Respectfully,

Michelle Flores, M.Ed.
School Counselor
OSCA Chair of the Board

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Sincerely,

Michael Lambert

M.S. Counseling Education
K-12 Preliminary School Counselor

From:	Molly Ninneman
To:	StateBoard Public Email
Subject:	Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date:	Wednesday, May 20, 2026 6:52:27 PM

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- Reduced implementation of prevention-oriented and multi-tiered school counseling

services that are specifically embedded within counselor preparation programs.

Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Molly Nineman, M.Ed
School Counselor

--
Molly Ninneman, M.Ed.
(she/her/hers pronouns)
School Counselor (Alpha Last Names: Sb-Z)
Sam Barlow High School
5105 SE 302nd Ave.
Gresham, OR 97080
Office: (503) 258-4873
Fax: (503) 258-4820
ninneman@gresham.k12.or.us

Access the GBSD Calming Room.
Here is a list of Community Resources

Confidentiality Notice: This e-mail message may contain confidential and privileged information. Please do not copy or

forward it without the acknowledgement and express permission of the sender.

From: Serafina
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Wednesday, May 20, 2026 4:02:30 PM

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[*** 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. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process, but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate graduate preparation programs, licensure pathways, professional standards, and

specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

By contrast, school social workers provide critically important expertise in mental health services, crisis response, family engagement, and community-based support systems. Their training equips them to provide valuable services within schools, but not necessarily to design and lead a comprehensive school counseling program unless additional counseling-specific preparation has been completed. **Professional ethics across helping professions require individuals to practice within the scope of their specialized training and licensure.**

This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program.**

Potential consequences include:

- Reduced access to college and career readiness programming, as career counseling is a required component of school counselor preparation but not standard within social work training;
- Reduced focus on academic advocacy and achievement gap interventions, which are central components of the ASCA model;
- Reduced implementation of prevention-oriented and multi-tiered school counseling services that are specifically embedded within counselor preparation programs.

Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both

professions, not competition between them.

For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

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Sincerely,

Serafina Warner

HS Counselor M.Ed.

From: Tammy Hosaka
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Thursday, May 21, 2026 8:16:58 AM

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Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to respectfully request that the Board pause adoption of the framework in its current form.

Over the past eight months, I have served as a member of the Framework committee and participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.

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A second and equally important concern involves the revised guide's failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors, school social workers, and other counseling staff. This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

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Sincerely,

Tammy Moehlman-Hosaka, M.Ed. School Counseling
TSPC Licensed School Counselor
Hood River Valley High School
Hood River County School District

From: Purgason, Lucy
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Thursday, May 21, 2026 8:57:02 AM
Attachments: image.png

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Dear Members of the Oregon State Board of Education,

On behalf of the school counseling faculty at OSU-Cascades, we appreciate the thoughtful work underway to strengthen student supports and recognize the important contributions of all school-based professionals. We want to be clear that our perspective is not intended to diminish the value of school social workers, whose expertise is essential within a comprehensive system of care for students.

At the same time, we feel it is important to distinguish between collaboration and role substitution. School counseling is a specialized field with preparation requirements that are intentionally designed and nationally standardized. In CACREP-accredited programs, such as those offered here in Oregon, even students trained as clinical mental health counselors are not eligible for TSPC licensure as school counselors without completing additional, school-specific coursework and field experiences. This reflects a shared professional understanding that the knowledge and skills required to design and implement a comprehensive school counseling program are distinct and must be explicitly taught.

School counseling preparation includes competencies in areas such as academic and career development, classroom instruction, data-informed program design, and the implementation of comprehensive, tiered systems of support within K–12 settings. These are not ancillary skills, but foundational elements of the role.

We also want to note that faculty across the state have been actively engaged in a TSPC taskforce to revise and strengthen school counseling program standards. This work has been deeply intentional and grounded in the ASCA national model and counseling accreditation standards, intended to be reflective of the needs of Oregon's students and schools. The resulting standards reflect a careful, collaborative effort to ensure that school counselors are thoroughly prepared for the scope and complexity of their role.

We remain committed to strong interprofessional collaboration in schools and believe that honoring the distinct preparation and expertise of each role ultimately best serves students.

Thank you for your time and consideration.

Sincerely,
Dr. Lucy L. Purgason, Program Director, OSU-Cascades Counseling Program

Dr. Molly Moran, School Counseling Track Lead, OSU-Cascades Counseling Program

Lucy Purgason, PhD, LSC (she/her)
Associate Professor
Program Director
Counseling Program
Oregon State University - Cascades



From: David Nelson
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060.
Date: Thursday, May 21, 2026 9:15:08 AM

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Sincerely,

David Nelson, M. Ed.
School Counselor
Mountainside High School
Beaverton School District 48J

From: Margie Beeler
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Thursday, May 21, 2026 9:32:10 AM

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Sincerely,

Margie Beeler, TSPC, NCC

--

Margie Beeler, NCC
Counselor, Obsidian Middle School
P 541.923.4900 EXT 6311| margie.beeler@redmondschools.org



If you are experiencing an emergency, please call 911.
For crisis support, call the Deschutes County Crisis Line at 541-322-7500, ext. #9, for 24-hour support.
For direct crisis support for teens, call YouthLine at 877-968-8491 or text "teen 2 teen" to 839863.
If you are concerned for someone else's safety, please call or text Safe Oregon at 844-472-3367.
Visit First Step for additional mental health resources.

Si está experimentando una emergencia, llame al 911.
Para apoyo en crisis, llame a la Línea de Crisis del Condado de Deschutes al 541-322-7500, ext. 9 (disponible las 24 horas).
Para apoyo directo en crisis para adolescentes, llame a YouthLine al 877-968-8491 o envíe un mensaje de texto con “teen 2 teen” al 839863.
Si le preocupa la seguridad de otra persona, llame o envíe un mensaje de texto a Safe Oregon al 844-472-3367.
Visite First Step para recursos adicionales de salud mental.

From: Amanda Weber-Welch
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs OAR 581-022-2060
Date: Thursday, May 21, 2026 9:50:36 AM

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Urgent- given the information that I have received about a revised draft that will be part of a Oregon School Board reading TODAY. Please, listen to professionals who have direct, long-standing experience with what is needed to effectively serve students and do this work.

Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

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Sincerely,

Amanda Weber-Welch
Professional School Counselor
MAT, Social Studies and Language Arts Teacher
32 years of experience working in K-12 schools

Wishing you well,

Amanda Weber-Welch (*she/her/hers*)
School Counselor/ 9th Grade Sequoia Academy Counselor
College Counseling Lead
503-916-5120 x75019
Schedule an appointment here!
Cleveland High School; 3400 SE 26th Ave; Portland, OR 97202

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effort to respond to emails within 1-2 business days. Thank you for understanding.

CHS Student and Family Resources; Suicide and Crisis Lifeline 988
Multnomah County Mental Health 24/7 helpline 503-988-4888
CHS College & Career website / All Things College- Class of 2026!
Already graduated? Request your Transcript from PPS Records Management
PARENTS/ FAMILIES: Preventing Parent Burnout article



Disclaimer: When discussing Cleveland/PPS students, please use initials or Cleveland HS student I.D. only to protect confidentiality.

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From: Sheila Kendall
To: StateBoard Public Email
Subject: "Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060"
Date: Thursday, May 21, 2026 9:58:18 AM

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Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate

graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

By contrast, school social workers provide critically important expertise in mental health services, crisis response, family engagement, and community-based support systems. Their training equips them to provide valuable services within schools, but not necessarily to design and lead a comprehensive school counseling program unless additional counseling-specific preparation has been completed. **Professional ethics across helping professions require individuals to practice within the scope of their specialized training and licensure.**

This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program.**

Potential consequences include:

- Reduced access to college and career readiness programming, as career counseling is a required component of school counselor preparation but not standard within social work training;
- Reduced focus on academic advocacy and achievement gap interventions, which are central components of the ASCA model;
- Reduced implementation of prevention-oriented and multi-tiered school counseling

services that are specifically embedded within counselor preparation programs.

Importantly, school counselors have never sought to undermine the value or importance of school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Sheila Kendall

Ida B Wells High School Counselor

25th year as a school counselor in Oregon

--
Sheila Kendall
Ida B. Wells-Barnett High School
Counselor
503-916-5280 (main office)
503-272-1652 (google voice/text) * best option *
Hours: 8:15-3:45 pm
It is an extremely busy time at the high school. If you are awaiting a response and do not hear from me within 3 days, please send a

follow-up email.
school website: https://www.pps.net/ibw



From: rena jan
To: StateBoard Public Email
Subject: Public Comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Thursday, May 21, 2026 10:26:10 AM

You don't often get email from rena_jan@beaverton.k12.or.us. 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. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express significant concern regarding the recent revisions to the updated Comprehensive School Counseling Program Guide and to **respectfully request that the Board pause adoption of the framework** in its current form.

Over the past eight months, practicing school counselors across Oregon, the Oregon School Counselor Association, and members of the Framework committee participated in what appeared to be a collaborative and transparent stakeholder process. School counselors contributed extensive professional expertise, offered substantive recommendations, and engaged in good-faith dialogue with the understanding that practitioner input would meaningfully inform the final guidance. **The last-minute reversal of previously incorporated recommendations, without transparent communication or explanation, has damaged trust in the Oregon Department of Education's leadership process and undermined confidence in future stakeholder engagement efforts.**

When educational professionals are invited into a collaborative process but their expertise is ultimately disregarded without clear rationale, it weakens the integrity of statewide guidance development and erodes the professional trust necessary for successful implementation. Oregon students and educators deserve processes that are transparent, collaborative, and accountable to the practitioners responsible for carrying this work forward in schools every day.

A second and equally important concern involves the revised guide's **failure to clearly distinguish between the professional roles, preparation, and scope of practice of school counselors and school social workers.** This concern is not rooted in opposition to collaboration. In fact, collaboration with multidisciplinary student support teams is foundational to the ASCA National Model and embedded throughout comprehensive school counseling practice. School counselors regularly and intentionally partner with school social workers, psychologists, administrators, nurses, and community providers in order to meet student needs comprehensively.

However, **collaboration does not mean interchangeability of professional roles.**

School counselors and school social workers are distinct professions with separate graduate preparation programs, licensure pathways, professional standards, and specialized competencies. **CACREP-accredited school counseling programs are specifically designed to prepare professionals to develop, implement, evaluate, and lead comprehensive, data-driven school counseling programs aligned with the ASCA National Model.** This preparation includes coursework and supervised training in academic development, college and career readiness, classroom instruction, student appraisal, multi-tiered systems of support, data analysis, and systems-level educational leadership within K–12 settings.

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This distinction matters because the roles are not interchangeable. A review comparing MSW preparation with CACREP-accredited school counseling preparation further illustrates this difference: **while many social work programs may include one or two school-based specialty courses, the entirety of a school counseling degree is centered on designing and implementing comprehensive counseling programs within educational systems.**

Without this distinction, the revised framework risks creating confusion for district leaders, school boards, families, and communities regarding hiring practices, program implementation, and expectations for student support services. It may also **unintentionally contribute to role substitution practices that diminish access to critical components of a comprehensive school counseling program.**

Potential consequences include:

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school social workers. Both professions are essential to Oregon schools, and students benefit immensely when professionals work collaboratively within clearly defined roles. In fact, this concern ultimately advocates for stronger recognition and investment in both professions, not competition between them.

For these reasons, I respectfully urge the Board to **pause adoption of the revised framework** and reconvene stakeholders, including practicing school counselors and representatives from the Oregon School Counselor Association, to review the substantive revisions and restore transparency to the process. The framework should **clearly identify school counselors as the professionals specifically trained to lead Comprehensive School Counseling Programs** while **recognizing school social workers as indispensable collaborative partners** who provide vital student mental health, family, and community support services within their professional scope of practice.

I also encourage the Board and the Oregon Department of Education to advocate for sustainable funding for both school counselor and school social worker positions. Comprehensive student support systems cannot exist without adequate staffing, investment, and role clarity across disciplines.

Oregon students deserve educational support systems built upon collaboration, transparency, professional integrity, and appropriately trained leadership. I urge the Board to ensure the final framework reflects those values.

Sincerely,

Rena Jan

School counselor MA

Belong. Believe. Achieve. Follow us!

Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

The contents of this email and any attachments are confidential. They are intended for the named recipient(s) only. If you've received this communication in error, please immediately notify us by phone at 503-356-4500 and destroy the original message. Thank you.

Emergency Procedure Plan

Prior Legislation: Prior legislation used outdated language for emergency drills that have since been updated. Agency, through Governor's request, submitted a concept for the change.

Current Rule: Uses old language that was in prior legislation.

210

Identified Changes Needed:

- Strike the word "Lockout" and replace with "Secure"
- Add the Hold protocol in required safety threat actions.
- Add requirement that all five safety threat actions, as well as emergency medical and communicable disease management, should be included in emergency plans.
- Add requirement for consideration of emergency alert systems.

Changes in Response to Public Input

Draft LC Feedback Change: Discussion confirmed the need for language change but identified a potential excessive burden with the number of required drills. Language updated to lessen the burden while maintaining a level of anticipated proficiency with emergency procedures.

211

School and District Engagement: School staff overwhelmingly applauded the changes which would align with the current Standard Response Protocol. Some districts that do not use SRP were worried its implementation would be mandatory. Included that drills must be “related to” the definitions in text.

State Board Feedback: Board recommended providing greater clarity on what it means to “consider the installation of an emergency alert system”. Two lines were added to address this.

Emergency Procedure Plan

Families and Systemically Marginalized Groups: No significant change to impact for these groups. The number of drill requirements has been reduced which should cause fewer disruptions to the learning environment.

Administrators and School Officials. While adoption of the SRP is not mandatory, standardizing response practices will simplify communication with emergency responders and lessen the training burden for transient or transferring staff.

No anticipated fiscal impact at any level: existing rule and prior legislation already required comprehensive safety plans and required each safety threat action be trained and drilled twice per year.

581-022-2225
Emergency Plans and Safety Programs
[*The school district shall maintain a comprehensive safety program for all employees and students which shall:]*
(1) Definitions. As used in this rule:
(a) "Evacuate" means a procedure used when students and employees need to move from one location to another.
(b) "Hold" means a procedure used to keep students and employees in classrooms while a disruption or minor emergency is resolved.
(c) "Lockdown" means a procedure used when a human-caused threat is inside the building.
(d) "Secure" means a procedure used when a dangerous situation is outside and in close proximity to the building.
(e) "Shelter in place" is a procedure used to respond to and take protective actions based on an environmental hazard that may include an earthquake, tsunami or other natural or environmental danger.
(f) "Governing Body" means:
(A) A school district board as defined by ORS Chapter 332;
(B) A governing body of a charter school as stated in ORS Chapter 338; or
(C) A governing body of an Education Service District, or ESD, as stated in ORS Chapter 334, for buildings managed by the ESD with an average daily attendance of 50 or more students.
(g) "School Year" means the contiguous months of a year when students are present in school.
(*[1]***2**) *[Include plans for responding to emergency situations.]* **The Governing Body shall maintain a comprehensive safety plan for all employees and students. A comprehensive safety plan shall include procedures identified in section (1) as well as plans for communicable disease management and responding to medical emergencies as required in OAR 581-022-2220.**
[*(2) Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.*
(3) Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards.
(4) Require necessary safety devices and instruction for their use.
(5) Require that an accident prevention in service program for all employees be conducted periodically and documented.
(6) Provide assurance that each student has received appropriate safety instruction.
(7) Provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.
(8) Require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.]
([*9*]**3**) In [schools] **buildings** operated by the [d]**D**istrict**, ESD or Public Charter School** that are occupied by students, the [*d*]**D**istrict**, ESD** or **Public Charter School** must ensure that all

students are instructed and have drills on emergency procedures in compliance with ORS [*336.071*] **339.408**. The emergency procedures shall include [*drills and instruction on*]:
(a) [*Fires;*] **Drills and instructions on fires conducted at least once a month;**
(b) [*Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and,*] **Drills and instructions on earthquakes conducted at least twice per School Year;**
(c) [*Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.*] **For buildings occupied by students that are in a tsunami hazard zone, drills and instructions on earthquakes, including tsunami drills, conducted at least three times per School Year; and**
(d) Drills and instructions conducted at least once per School Year on safety threat procedures related to:
(A) Lockdown;
(B) Secure;
(C) Hold;
(D) Shelter in Place;
(E) Evacuation; and,
(F) Other appropriate actions to take when there is a threat to safety.
(4) Governing Body shall review their comprehensive safety plan and security policies for compliance with this rule every two years.
(5) (a) During review of the comprehensive safety plan and security policies, Governing Body shall also consider the installation of emergency alert systems that:
(A) Include wireless alert capabilities;
(B) Are capable of communicating in real time with local emergency response agencies; and
(C) Connect with local 911 emergency dispatch systems.
(b) A Governing Body that already has an emergency alert system installed in their school facilities are exempt from the requirement to consider the installation of an emergency alert system.
(c) A Governing Body that does not have an emergency alert system installed in their school facilities will need to note their discussion for consideration of an emergency alert system in their meeting minutes during their review of their comprehensive safety plan and security policies.
Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS [*336.071*] **339.405 & 339.408**

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 5/21/2026
Title: Emergency Plans and Drills
Status: Second Reading/Adoption (item has changed)
Presentation: No (Written Report Only/Consent)
Key Staff: Alex Haislip
Topic Summary: Updating OAR 581-022-2225 to align with recent legislative changes. This rule covers emergency plans and drills requirements for Oregon schools and districts.

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 School Safety and Emergency Management program has provided support to Oregon schools and districts with training, guidance and safety plan development for more than six years. It is currently staffed with six ODE employees—four of whom are assigned regions of the state and who live in and support the districts within their respective regions. The SSEM program aligns its guidance and support for districts with Oregon statute and rule. ORS 339.408 and OAR 581-022-2225 are the primary requirements that the SSEM program provides guidance on to ensure Oregon schools and districts maintain a safe educational environment and remain in compliance.

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 3038 passed during the 2025 legislative session. This bill changed some of the language describing required drills, defined what should be included in a safety program (or an Emergency Operations Plan), and required that governing bodies consider the installation of wireless panic alarm systems. HB 3038 moved the ORS from 336.071 to 339.408—the statute that is referenced in OAR 581-022-2225.

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

   This item has not come before the board.

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

   New legislation requires an update to the existing rule.

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?**

The people most affected by this change will be school administrators. However, the changes to both the drill language and the plan requirements will encourage standardization of emergency plans and drills in Oregon schools. These updates will ease the training and preparedness burden of both students and staff that change or move between schools because it will standardize the language and actions necessary to respond to any emergency.

Outreach began before last year's legislative session opened. The proposed changes to statute were shared and briefed with the Coalition of Oregon School Administrators which provided input and recommendations on the drill requirements specifically. ODE staff accepted all recommendations and updated the proposed language for the bill. As HB 3038 moved through the legislative session, SSEM program staff included information on the proposed changes in presentations and training events with the Oregon School Activities Association, a joint COSA and PACE conference, in a full newsletter published in the Oregon School Facility Managers Association quarterly magazine, and with routine program activities including in-person outreach to schools and districts, and during the monthly Training and Technical Assistance sessions. Outreach and awareness are still continuing now with scheduled webinars on the rule change in April and in the Division 22 newsletter.

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 (DELC; 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: _____

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

   School administrators across the state will need to know what is required for their safety plans and emergency drills.

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?**

    The only major concern we heard from district administrators was about the language change to the required drills—and the added inclusion of the Hold protocol in those. The language update was requested to ensure state requirements aligned with the national best practice of the Standard Response Protocol—a series of emergency protocols developed by the I Love U Guys foundation. We knew ahead of time that this could be a concern with some districts that do have related drills in place, but do not strictly apply the exact language found in the SRP. For this reason, we maintained that the language permitted schools and districts to maintain their specific protocols (safety threat actions or drills) so long as they had protocols in place that were related to the ones identified in statute.

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

    The SSEM program is continuing to provide guidance and training on the updated requirements in statute and with the proposed change to this rule. SSEM's April training webinars will focus on these changes and will be posted to the agency's YouTube channel for future reference. Direct school, district and ESD engagement continues to include both the current year requirements and the changes that will affect the next school year.

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.**

    There should be no fiscal impact to any organization as a result of the changes in statute or in the proposed rule changes.

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

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 <u>students and their families</u>, particularly those who have been and continue to be systemically marginalized?**

    The proposed changes should encourage all Oregon schools in the direction of standardizing their emergency procedures such that it will reduce the burden of training, minimize confusion and empower confidence—particularly for students and families who may transition between multiple schools.

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

    Same as for students and families.

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?

ODE staff anticipates that Oregon schools and districts will have a greater understanding of what is required and necessary for school safety planning as a result of Board action on this item. Long-term, the proposed changes to this rule should encourage schools and districts to maintain a reasonable emergency drill schedule and a comprehensive safety program that includes plans that address the most common threats and hazards that schools could face on any given day.

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

The consequences of inaction on this item may be confusion among school and district administrators who are responsible for planning and organizing their respective safety programs. This is because the current rule still references the old statute and is not aligned with what is in current statute.

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 recommended language changes are outlined below. Of particular note, we are recommending that the language on lab safety be struck because they are not supported in statute and are otherwise covered in occupational safety requirements that fall out of the scope of this rule. Changes below are in brackets:

- A comprehensive safety program that includes plans for the following—an Emergency Operations Plan, or EOP:
  - Plans related to the following protocols: Evacuation, Lockdown, Secure **[language change],** Hold **[new]** and Shelter-in-Place.
  - Communicable disease management (already required).
  - Responding to medical emergencies (already required).
  - Providing instruction on emergency drills and procedures (30 minutes a month, already required).
  - Every protocol identified above must be drilled at least once during the school year **[new].**

  - Earthquake drills must be conducted at least twice during the school year and schools in tsunami inundation zones must conduct earthquake and tsunami drills three times per year (no change).
- School boards are required to consider the installation of a wireless panic alarm system that is capable of connecting with emergency services **[new].**

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 language does not require that schools use the specific language in the rule so long as the plans and drills address the same or similar actions. This is a flexibility that is retained because of the legacy safety programs that some districts have that do not specifically use Standard Response Protocol (SRP) language. The annual drill requirement was also adapted from two of each drill per year to at least one of each drill per year. This last change was included due to a concern that was raised about adding an additional mandatory protocol (the Hold protocol).

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 adoption of this rule change so that it directly supports what is in existing statute.

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?**

   SSEM staff presented on the rule updates to the Division 22 Professional Learning Series in early April. SSEM staff also provided two virtual training and technical assistance sessions in April that were open to Oregon school staff. Information session during PACE day on April 16th also included information on upcoming changes to district requirements.

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?**

   The only feedback received since the beginning of the rules process (ORCA first and second reads, SBE first read) has been to clarify the requirements for school board consideration of wireless panic alarm systems, or emergency alert systems.

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

   No additional opinions or concerns were received.

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?**

   Clarified in two paragraphs what would meet the requirement for governing board consideration of emergency alert systems. Exempted districts that have emergency alert systems.

Below, you will find the proposed changes to the Oregon Department of Education's rule(s) relating to OAR 581-053-0230 Rules Pertaining to School Bus Drivers. Proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule (OAR) 581-053-0230

Rule Title: Rules Pertaining to School Bus Drivers

Rule Text

(1) The driver shall report as soon as possible to the proper official any deficiency or malfunction of any equipment or component of the vehicle.

(2) The driver shall not transport students unless the vehicle is safe to operate.

(3) School bus drivers shall observe all local and state traffic laws and ordinances.

(4) Drivers shall enforce local school board and Oregon Department of Education rules governing pupils riding school buses.

(5) Drivers shall observe local school board and Oregon Department of Education rules pertaining to school bus drivers.

(6) After stopping at a railway crossing as required by law, the driver shall turn off any noise-producing device with the exception of two-way radio communication. The driver shall then open the bus entrance door and driver window, look and listen for an approaching train, then close the door before proceeding across the tracks.

(7) The driver shall assist in conducting student instruction and evacuation drills as directed by the transportation entity.

(8) Drivers shall report to their employer(s) within 15 days:

(a) Any conviction for driving or criminal offenses specified in OAR 581-053-0050.

(b) Any involvement in an accident.

(c) If their CDL is no longer valid.

(9) A school bus driver shall:

(a) Never drive backwards on the school grounds prior to looking behind the bus, sounding the horn, and placing a responsible person to guard the rear;

(b) Not leave the bus when pupils are in it until the motor is shut off, the brakes set, a manual transmission put in gear and the key removed from the ignition;

(c) Not disengage the clutch or have transmission in neutral to allow the bus to coast;

(d) Stop to load or unload pupils only at designated places;

(e) See that all doors on the bus are kept closed while the bus is in motion;

(f) Bring the bus to a complete stop before taking on or letting off pupils. Whenever possible the driver shall stop at a place where the road may be clearly seen for several hundred feet in either direction;

(g) Not permit anyone to hang on or hitch onto the outside of the bus;

(h) Not use a school bus for any purpose other than transporting pupils to and from schools or authorized school activities;

(i) Not permit anyone else to operate the bus or controls, except with the permission of transportation entity or contractor;

(j) Not permit animals on the bus except guide dogs and assistance animals from recognized programs that will be accepted when accompanying blind, deaf, or physically impaired persons as identified on an IEP. Guide/assistance animals or animals in training as defined in ORS 346.680 are also accepted when they comply with all the following:

(A) Are enrolled and identified in an assistance animal training program registered with and regulated by an appropriate county extension service or designated state agency;

(B) Have a comprehensive immunization record on file with the district;

(C) Are always clearly and distinctively identified as an assistance animal in training;

(D) Are accompanied by the trainer identified in district records;

(E) Continue to demonstrate their ability to ride safely with students, posing no hazards or distractions; and

(F) Comply with any additional requirements and safeguards specified by the transportation entity.

(k) Not permit firearms or other weapons to be carried in the bus;

(l) Not operate the bus with a trailer attached;

(m) Not fill the fuel tank while pupils are in the bus or while the motor is running;

(n) Not transport any person who is not a pupil, a teacher, or an official of the school [*while traveling the regular route*], unless authorized to do so by a authorized school official. School officials may authorize other persons to ride in the school buses on special occasions having to do with school affairs;

(o) Make certain that all aisles and passageways are kept clear;

(p) Not permit signs of any kind to be attached to the bus, except those specifically permitted by law or regulation;

(q) Report to school officials immediately when buses are overloaded as described in OAR 581-053-0002 and ORS 820.180(1)(b);

(r) Stop the bus if any difficulty arises or if disorder prevails in the bus making it unsafe to continue and not proceed until the situation is remedied. Misconduct of pupils shall be reported to the proper official;

(s) Not use tobacco on the school bus and shall not permit passengers to use tobacco on the bus;

(t) Not be under the influence of any alcoholic beverage or any drug likely to affect the person's ability to operate the vehicle safely while on duty; shall not consume an alcoholic beverage, regardless of its alcoholic content or any drug likely to affect the person's ability to operate the vehicle safely while on duty or within eight hours before going on duty to operate a pupil transporting vehicle;

(u) Not allow pupils to leave the bus except at their designated stop without the authorization of school officials;

(v) Ensure students are seated before putting the bus in motion;

(w) Complete any training required by the Oregon Department of Education, transportation entity or contractor;

(x) Make written reports of accidents involving the pupil-transporting vehicle to the Oregon Department of Education. Reports shall be submitted within 72 hours of the accident. Drivers shall use forms provided by ODE.

(y) Make other reports as required by the transportation entity, the Oregon Department of Education and the Motor Vehicles Division:

(z) Use all securement straps and attachments for students with adaptive/assistive devices in a manner consistent with their design;

(aa) Not transport pupils seated on three-wheeled mobile seating devices.

(bb) Not use a [*cell]* **mobile** phone **or cellular device other than an approved mobile data terminal**, with or without a hands free device, while operating a school bus unless summoning medical or other emergency help if no other person in the vehicle is capable of summoning help.

(cc) Not eat or drink while operating the bus.

[(dd) Not transport students in three wheeled devices.]

([*ee*]**dd**) Not transport compressed oxygen unless:

[*(A) The capacity is less than or equal to 22 cubic feet;]*

([*B*]**A**) The tank is certified and labeled as approved by the Department of Transportation;

([*C*]**B**) The tank valve and regulator are protected from breakage; and

([*D*]**C**) The tank is securely attached to avoid being a hazard for students and away from intense heat.

([*ff*]**ee**) Not transport liquid oxygen unless:

[*(A) The capacity is less than or equal to 23 cubic feet;*]

([*B*]**A**) The tank is certified and labeled as approved by the Department of Transportation; and

([*C*]**B**) The tank is securely attached to avoid being a hazard for students and away from intense heat.

([*gg*]**ff**) Ensure that no students are left unattended on the school bus after a route or activity trip.

(gg) Not wear or use any earbud, headphone, or other personal audio device while operating the bus other than physician-approved hearing aids.

(10) Use of Bus Safety Lights:

(a) When pupils must cross the roadway to board, or after leaving the bus, the driver shall actuate the amber flashing warning lights 100 to 300 feet before the stop. The driver shall stop the bus in the right hand traffic lane. The red lights shall remain flashing until all pupils have safely crossed the roadway;

(b) When pupils need not cross the roadway to board, or after leaving the bus, the driver shall:

(A) When practicable, stop completely off the main traveled portion of the roadway. The driver shall not actuate the bus safety lights;

(B) Where it is not practicable to stop completely off the main traveled portion of the roadway the driver shall actuate the amber flashing warning lights 100 to 300 feet before the stop. The driver shall stop the bus in the right-hand traffic lane. The red lights shall remain flashing until pupils have safely boarded or left the bus.

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 25-2019, minor correction filed 07/17/2019, effective 07/17/2019

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

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

Oregon State Board of Education
May 21, 2026

AGENDA ITEM: OAR 581-053-0230 Rules Pertaining to School Bus Drivers

SUBJECT: OAR 581-053-0230 Rules Pertaining to School Bus Drivers **STAFF NAME & OFFICE**: Brock Dittus, Pupil Transportation & Fingerprinting The proposed rule amendments account for needed clarity regarding rule interpretation or scope, including transportation of unapproved passengers, use of cell phone or earbuds while operating a vehicle, and removal of a redundant clause. ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule	☐ **First Reading** ☐ **Presentation** ☐ **No Presentation** ☒ **Action** ☐ **Temp Rule** ☐ **Presentation** ☒ **No Presentation**

BACKGROUND

Oregon's Pupil Transportation Program as adminstered by the Oregon Department of Education has provided a long record of exceptional safety for students riding pupil transportation vehicles like school buses and activity vehicles, and this safety record has been upheld by a clear and comprehensive regulatory set that is diligently and rigorously implemented by certified trainers at local operations. School districts, their contracted transportation companies (if used), and other educational institutions that provide service on school buses, both public and private, are subject to the regulations established and maintained over more than 45 years of ODE's administration of the program.

The proposed rule amendments account for needed clarity regarding rule interpretation or scope, including transportation of unapproved passengers, use of cell phone or earbuds while operating a vehicle, and removal of a redundant clause:

- (9)(n) – removing reference to “regular route” to clarify the scope of the prohibition of unauthorized passengers.
- (9)(bb) – adapted language regarding use of cellular device to cover all use cases (including phones, tablets, watches, and glasses).
- (9)(ee)(A) – removed specification of capacity to avoid unintended conflicts with life-supporting devices for students requiring oxygen.
- (9)(h) – specifying a prohibition of use of earbuds/headphones/worn audio devices other than hearing aids.
- Removing a redundant rule clause that appears twice in the rule regarding three-wheeled mobility devices.

The State Board of Education has some discretion in these provisions, and ODE respectfully requests consideration of these changes in the stated interest of clarifying the intent and requirements of the written rules by pupil transportation operation supervisors, trainers, and drivers.

These prospective changes were sent for review to selected managers and supervisors at pupil operations across the state for review and feedback to ensure no undue hardship or unintended consequences of the changes might result; they responded with positive affirmations of the proposed changes. The

changes were also presented to the monthly Ongoing Rules Community Advisory (ORCA) group for their knowledge and review.

SUMMARY OF PREVIOUS BOARD ACTION

This is the second reading of these proposed revisoins to the state board. The board had no questions regarding the proposed changes at the previous reading.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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

POLICY ISSUE OR CONCERNS

The proposed changes have not been identified as creating any policy issues or concerns.

EQUITY IMPACT ANALYSIS

Oregon Department of Education aims to facilitate the equitable provision of transportation services to all students, and the anticipated changes have not presented any concerns regarding potential inequities.

FISCAL ANALYSIS

The proposed changes do not present any significant fiscal impact to schools or small businesses, and may present savings in reduced potential accidents related to prohibited distracted driving.

EFFECT OF A "YES" OR "NO" VOTE

The adoption of the proposed changes would result in improved clarity in the requirements that the rule places on school bus drivers, their trainers, and their supervisors, and potentially reduce the amount of departmental action taken as a result of violations of these regulations. A no vote would retain the current language and the potential confusion or lack of clarity for those it affects.

STAFF RECOMMENDATION

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

ATTACHMENTS

Oregon State Board of Education
May 21, 2026

AGENDA ITEM: OAR 581-053-0230 Rules Pertaining to School Bus Drivers

Attachment 1: Proposed Changes to OAR 581-053-0230 Rules Pertaining to School Bus Drivers

SB 141 (2025) Implementation

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Meeting Performance Growth Targets & Intensive Coaching Program

Cassie Medina (she/her) & Tim Boyd (he/him)

Office of Education Innovation and Improvement

Overview

Meeting or not meeting Performance Growth Targets (PGTs)

Criteria for determining entry/exit into the **directed** components of the Continuum of Supports

Administration of the Intensive Coaching Program

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Local Performance Growth Targets

Common Metrics

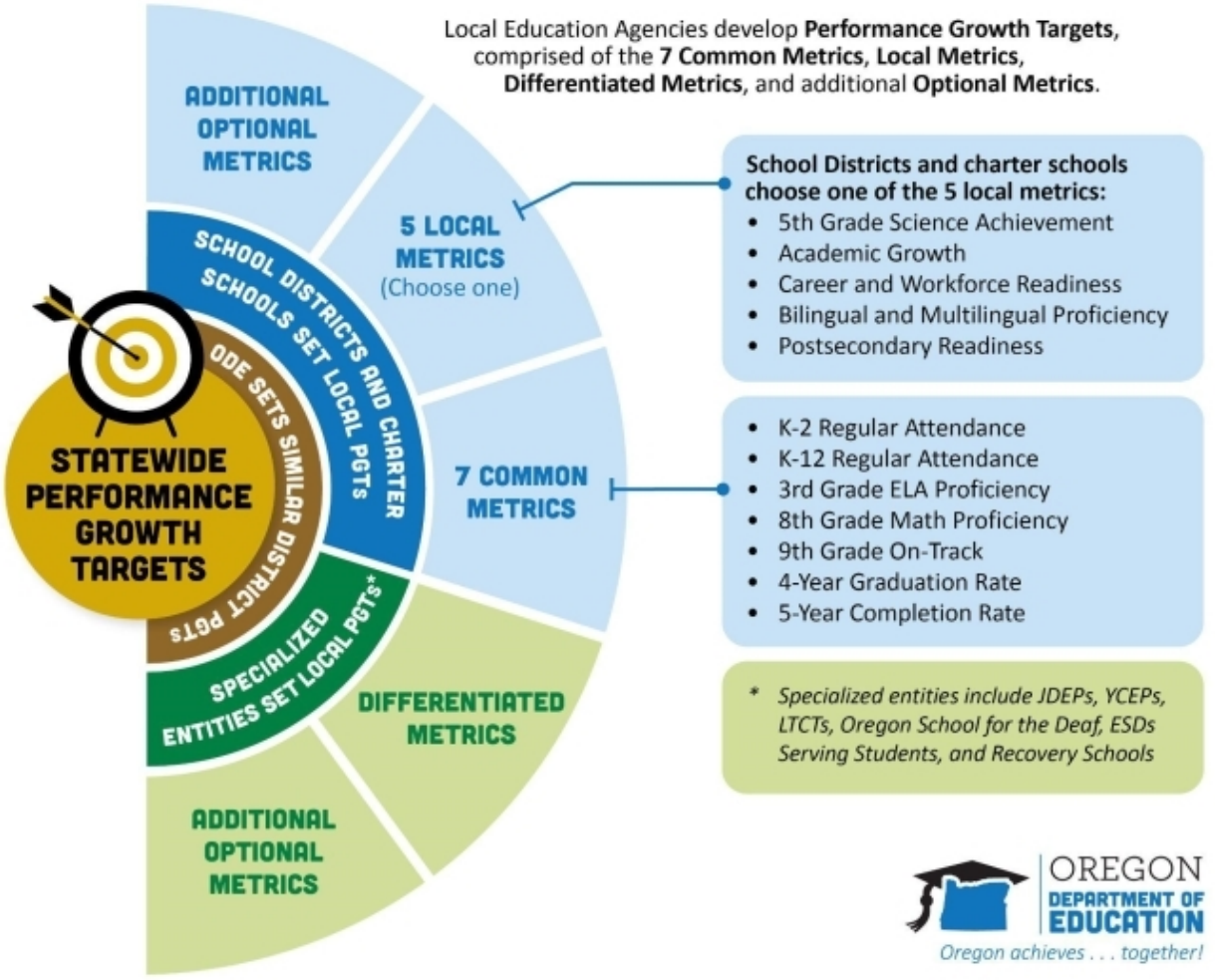
1. K-2 Regular Attendance
2. K-12 Regular Attendance
3. 3rd Grade ELA
4. 8th Grade Math
5. 9th Grade on-Track
6. 4-Year Graduation
7. 5-Year Completion

Local Metrics

1. 5th Grade Science Achievement
2. Academic Growth
3. Career & Workforce Readiness
4. Multilingual Proficiency
5. Postsecondary Readiness

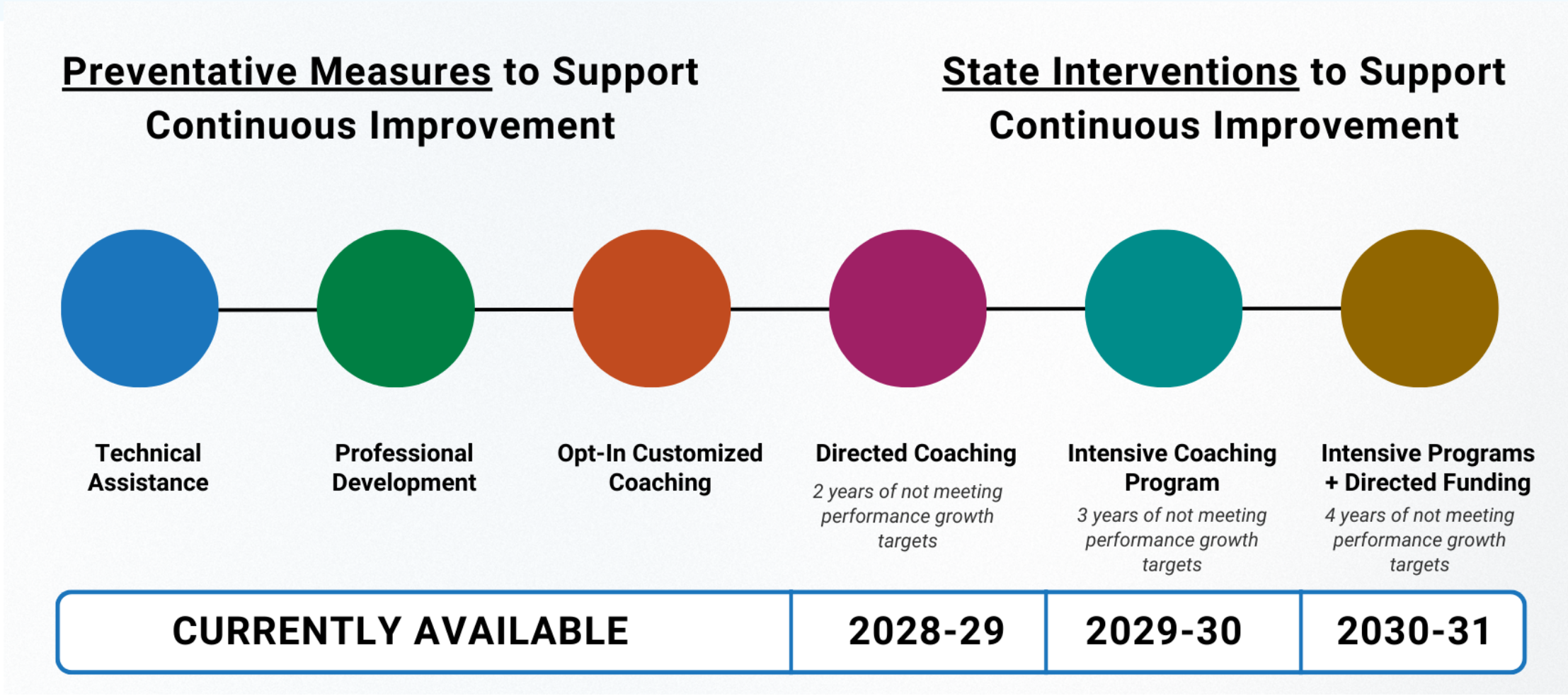
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Local Performance Growth Target Co-Development



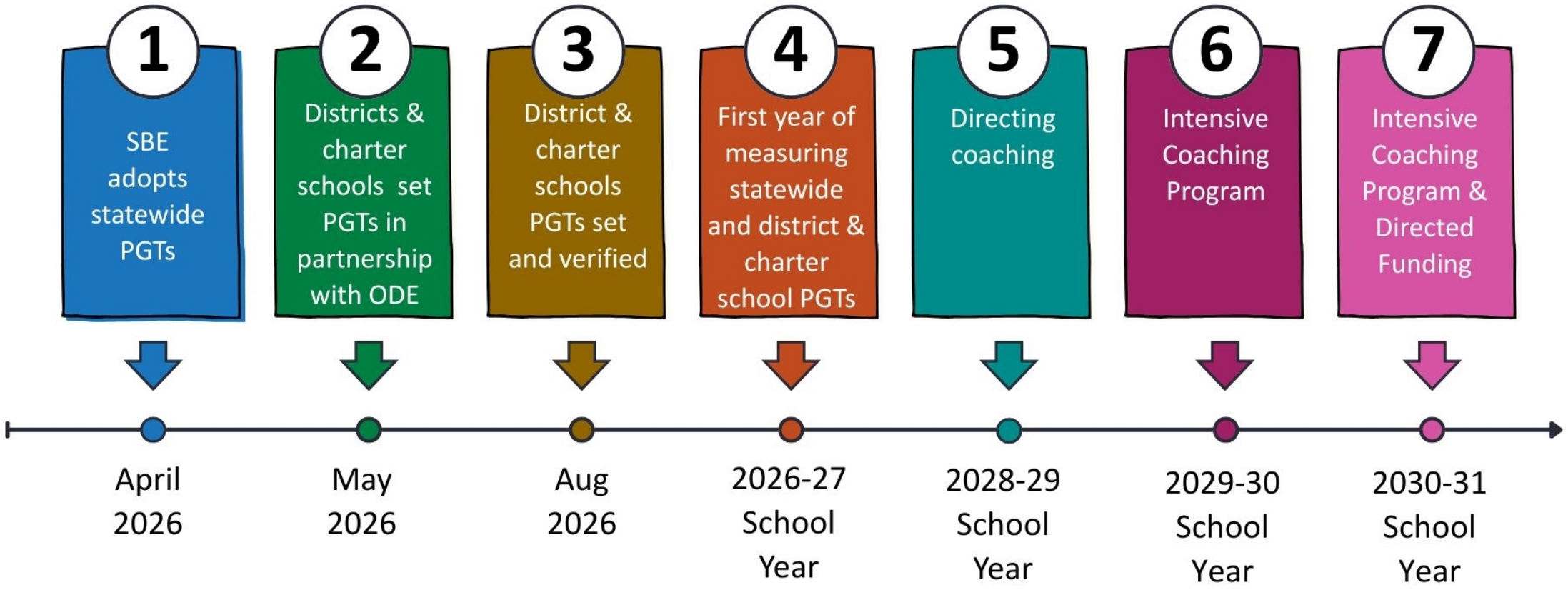
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Continuum of Supports



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Timeline



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Rulemaking Authority

Statute directs the State Board of Education to adopt rules and criteria to determine whether a school district will remain subject to the the supports **and** that this criteria must:

- consider data from statewide assessment system and interim assessments
- allow ODE to determine that a school district is making satisfactory progress toward meeting targets and no longer needs supports

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Engagement

- Small, Medium, & Large School District Leadership
- Coalition of Oregon School Administrators (COSA)
- Oregon Association of ESDs (OAESD)
- Oregon School Board Association (OSBA)
- School Business Officials (OASBO)
- Charter Schools
- Stand for Children
- Foundations for Better Oregon
- Children's Institute
- Current Intensive Program Districts
- Ongoing Rules Community Advisory (ORCA)

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OAR 581-003-0035
School District Review of Progress

(1) Each year, each school district that receives moneys from the State School Fund shall review the school district's progress toward meeting the performance growth targets developed in accordance with the Education Accountability Act.

(2) Results of the school district's review of progress made toward meeting performance growth targets must be:

(a) Broken down by each metric;

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(b) Provided to the Department of Education no later than 60 days after the last validation window closes for all applicable data;

(c) Made available at the main office of the school district and on the school district's website; and

(d) Presented to the governing body of the school district at an open meeting, following:

(A) Oral presentation of the results by an administrator of the school district to the governing body of the school district; and

(B) Opportunity for the public to comment on the results at an open meeting.

OAR 581-003-0040
Determination of Performance Growth Targets

(1) Annually, ODE will determine whether or not a school district has met or not met the adopted performance growth targets.
(2) ODE annually reviews each school district's review of progress towards meeting performance growth targets and will evaluate each individual metric for:

(a) Meeting the Baseline Targets
(b) Meeting the Gap-Closing Targets
(c) The district's review of progress

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(3) Districts will be considered to have met the performance growth targets for a single metric when:

(a) The baseline and gap-closing targets are met, or
(b) The baseline target is met, AND the district review of progress indicates progress for the gap-closing target has been made, or
(c) The gap-closing target is met, AND the district review of progress indicates progress for the baseline target has been made.

(4) If none of these conditions are met, the metric will be considered "Not Met."

OAR 581-003-0045
Directed Coaching

(1) Districts must accept coaching when:
(a) The department has determined that the school district has not met performance growth targets for two consecutive years; and
(b) The area(s) in which the district did not meet performance growth targets for two consecutive years were consistent between the years 240
(2) Directed coaching will begin no later than July 1.
(3) The department will review additional data and context to determine the appropriate coaching support.
(4) Districts must accept directed coaching for a minimum of two years.

OAR 581-003-0050
Intensive Coaching Program

(1) School Districts will be required to participate in the Intensive Coaching Program when:

(a) The department has determined that the district has not met performance growth targets for two or more metrics for three or more consecutive years; or

(b) The school district has participated in Directed Coaching and did not meet performance growth targets as per OAR 581-003-0040 for two or more years.

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(2) The Intensive Coaching Program will begin no later than July 1.

(3) The department will review additional data and context to determine the appropriate coaching support.

(4) Districts must participate in the Intensive Coaching Program for a minimum of two years.

OAR 581-003-0055

Agency Authority to Direct State School Funds and Student Investment Account Funds

(1) After four or more years of a school district not meeting the performance growth targets, the department shall require the school district to authorize the department to prescribe the uses of up to 25% of the district's State School Funds and Student Investment Account Funds.
(a) Any proposed uses of the moneys must be presented to the governing body of the school district at an open meeting of the governing body that occurs no later than January 31 of the school year preceding the school year during which the department will be prescribing the uses of the moneys.
(b) Additional proposed uses of the moneys or changes to the proposed uses of the moneys must be presented to the governing body of the school district at an open meeting.
(2) The department shall enter into a partnership with an organization that specializes in budgets for public kindergarten through grade 12 schools to provide additional training and consultation services for a school district for which the uses of moneys will be prescribed.

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OAR 581-003-0060 Reconsideration

After a minimum of two years in either Directed Coaching or the Intensive Coaching Program, the department will take into consideration interim test data as well as the school district's performance growth target data to determine if the school district will no longer be required to accept Directed Coaching or Intensive Coaching.

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OREGON
DEPARTMENT OF
EDUCATION

Questions & Discussion

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Intensive Coaching Program

Due to substantial changes to the Intensive Program outlined in the Education Accountability Act, ODE proposes to both:

- **AMEND** OAR 581-017-0035 and OAR 581-017-0038 to allow the current program to sunset ***and*** 245

- Establish a **NEW** set of rules for the Intensive Coaching Program

OAR 582-003-0065 through 581-003-0090 Intensive Coaching Program

ADDITIONS	REMOVAL
• Name Shift - Intensive Program to the Intensive Coaching Program • Requires participation based on not meeting Performance Growth Targets for three or more consecutive years • Prioritize on-site and in-person coaching • Revised Student Success Team structure with an identified leader	• Language of the “highest needs in the state” to determine eligibility • No charter schools language (under the Education Accountability Act, charter schools are eligible) • District acceptance of invitation to participate • Participation for “at least four years” • Information about additional funding for the program

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OAR 582-003-0065 through 581-003-0090 Intensive Coaching Program

The new ruleset for the Intensive Coaching Program makes changes to align with SB 141's description of the program:

- **OAR 581-003-0065**
  - Removes specific steward focus areas and instead incorporates broader language to tailor stewards to support specific district needs. [247]
- **OAR 581-003-0070**
  - Broadens Student Success Team membership to include additional ODE staff, as appropriate
- **OAR 581-003-0080**
  - Remove dual body structure (Stewarding and Advisory) from previously administered Intensive Program and moves to a singular body – the Student Success Team.

Questions & Discussion

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Immediately below, you will find one proposed change to the Oregon Department of Education's rules relating to Definitions for Division 3: Education Accountability. Proposed new text is bold, and the proposed text to remove is in bracketed italics. Below these proposed changes, you will find a new ruleset (581-003-0035 through 581-003-0060), relating to Meeting Performance Growth Targets.

Current Rule Link: Oregon Administrative Rule (OAR) 581-003-0001
Rule Number: 581-003-0001
Rule Title: Definitions for the Education Accountability Act

AMEND OAR 581-003-0001's introduction paragraph to read: "The following definitions apply to OAR 581-014-0001 to 581-014-9999 & OAR 581-003-0001 to [*581-003-0030]* **581-003-0060**"

581-003-0035: School District Review of Progress

(1) Each year, each school district that receives moneys from the State School Fund shall review the school district's progress toward meeting the performance growth targets developed in accordance with the Education Accountability Act.
(2) Results of the school district's review of progress made toward meeting performance growth targets must be:
(a) Broken down by each metric;
(b) Provided to the Department of Education no later than 60 days after the last validation window closes for all applicable data;
(c) Made available at the main office of the school district and on the school district's website; and
(d) Presented to the governing body of the school district at an open meeting, following:
(A) Oral presentation of the results by an administrator of the school district to the governing body of the school district; and
(B) Opportunity for the public to comment on the results at an open meeting.

581-003-0040: Determination of Performance Targets

(1) Annually, ODE will determine whether a school district has met or not met the adopted performance growth targets.
(2) ODE annually reviews each school district's review of progress towards meeting performance growth targets and will evaluate each individual metric for:
(a) Meeting the Baseline Targets.
(b) Meeting the Gap-Closing Targets.
(c) The district's review of progress.
(3) Districts will be considered to have met the performance growth targets for a single metric when:
(a) The baseline and gap-closing targets are met, or
(b) The baseline target is met, AND the district review of progress indicates progress for the gap-closing target has been made, or
(c) The gap-closing target is met, AND the district review of progress indicates progress for the baseline target has been made.
(4) If none of these conditions are met, the metric will be considered "Not Met."

581-003-0045: Directed Coaching

(1) Districts must accept directed coaching when the department has determined that the school district has not met performance growth targets for the same metric for two consecutive years.
(2) Directed coaching will begin no later than July 1.
(3) The department will review additional data and context to determine the appropriate coaching support.
(4) Districts must accept directed coaching for a minimum of two years.

581-003-0050: The Intensive Coaching Program

(1) School Districts will be required to participate in the Intensive Coaching Program when:
(a) The department has determined that the district has not met performance growth targets for two or more metrics for three or more consecutive years; or
(b) The school district has participated in Directed Coaching and did not meet performance growth targets as per OAR 581-003-0040 for two or more years.
(2) The Intensive Coaching Program will begin no later than July 1.
(3) The department will review additional data and context to determine the appropriate coaching support.
(4) Districts must participate in the Intensive Coaching Program for a minimum of two years.

581-003-0055: Agency Authority to Direct State School Funds and Student Investment Account Funds

(1) After four or more years of a school district not meeting the performance growth targets, the department shall require the school district to authorize the department to prescribe the uses of up to 25% of the district's State School Funds and Student Investment Account Funds.
(a) Any proposed uses of the moneys must be presented to the governing body of the school district at an open meeting of the governing body that occurs no later than January 31 of the school year preceding the school year during which the department will be prescribing the uses of the moneys.
(b) Additional proposed uses of the moneys or changes to the proposed uses of the moneys must be presented to the governing body of the school district at an open meeting.
(2) The department shall enter into a partnership with an organization that specializes in budgets for public kindergarten through grade 12 schools to provide additional training and consultation services for a school district for which the uses of moneys will be prescribed.

581-003-0060: Reconsideration

After a minimum of two years in either Directed Coaching or the Intensive Coaching Program, the department will take into consideration interim test data as well as the school district's performance growth target data to determine if the school district will no longer be required to participate in Directed Coaching or the Intensive Coaching Program.

Immediately below, you will find two proposed changes to the Oregon Department of Education's rules relating to the currently operating Intensive Program. Proposed new text is bold, and the proposed text to remove is in bracketed italics. Below these proposed changes, you will find a new ruleset (581-003-0065 through 581-003-0090), relating to the new Intensive Coaching Program created by the Education Accountability Act, SB 141 (2025).

Current Rule Link: Oregon Administrative Rule (OAR) 581-017-0735
Rule Number: 581-017-0735
Rule Title: Intensive Program & Student Success Teams: Eligibility

AMEND OAR 581-017-0735(2): " (2) The Department will develop a list of eligible districts once per biennium **until June 30, 2025**."

Current Rule Link: Oregon Administrative Rule (OAR) 581-017-0738
Rule Number: 581-017-0738
Intensive Program & Student Success Teams: Criteria, Agreement and Establishing Improvement

AMEND OAR 581-017-0738(2): "(2) The Department will invite a minimum of three school districts and no more than 10 districts per biennium **until June 30, 2025**."

AMEND OAR 581-017-0738(6): "(6) At the end of the fourth school year of participation, the Student Success Team may request that the district remain in the Intensive Program [*until the completion of the current fiscal biennium if the district has not yet demonstrated improvement*] **for one additional school year**."

581-003-0065

Intensive Coaching Program & Student Success Teams: Definitions

The following definitions apply to OAR 581-003-0065 to 581-003-0090:

(1) "Collaboration and coordination" means activities and expenses that help the participating school district and the Department coordinate the intensive coaching program.

(2) "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.

(3) “Contractors” means a person or organization the Department contracts with to provide services to a school district participating in intensive coaching.

(4) “Department” means the Oregon Department of Education.

(5) “District Point Person” means the designated school district employee who supports implementation of the intensive coaching program for the participating school district.

(6) “Student group” means one of the specific groups of students listed in ORS 327.164(11)).

(7) “ODE Point Person” means the designated, full-time Department employee who serves on the Student Success Team. Pursuant to ORS 327.169(3)(a)(A), this person shall serve as the Student Success Team leader.

(8) “Performance growth target” has the meaning given that term in OAR 581-003-0001(16).

(9) “School district” means one of the entities listed in ORS 327.164(10).

(10) “Student Success Team” is the body that advises and counsels participating school districts on how to improve performance outcomes and develop recommendations aligned to improving said outcomes.

581-003-0070

Intensive Coaching Program & Student Success Teams: Purpose

(1) The purpose of the intensive coaching program is to assist school districts in progress toward meeting their performance growth targets.

(2) For the purpose of assisting school districts participating in the intensive coaching program, a Student Success Team shall be assembled in alignment with the needs of the school district as identified by:

(a) The school district’s progress towards meeting performance growth targets;

(b) Directed coaching outcomes;

(c) Needs assessment data; and

(d) Department-conducted district protocol.

(3)(a) The Student Success Team membership shall include, but is not limited to:

(A) The ODE Point Person;

(B) The District Point Person;

(C) The district superintendent;

(D) A school board member; and

(E) A licensed staff or representative from recognized employee associations.

(b) Additional membership on the Student Success Team may include:

(A) School district staff;

(B) Department staff;

(C) Education service district staff;

(D) Contractors;

(E) Community members; and

(F) Representatives from recognized employee associations.

581-003-0075

Intensive Coaching Program & Student Success Teams: Eligibility

(1) The Department shall prioritize school district participation in the intensive coaching program in accordance with OAR 581-003-0035 to 581-003-0060.

(2) The Intensive Coaching Program shall begin no later than July 1 after the determination is made pursuant to OAR 581-003-0050.

581-003-0080

Intensive Coaching Program & Student Success Teams: Duration, Criteria, Grant Agreement and Establishing Improvement

(1) At a minimum, participation in the intensive coaching program must be done in accordance with OAR 581-003-0035 to 581-003-0090.

(2) A school district shall receive grant-in-aid when participating in the intensive coaching program. To receive grant-in-aid, a school district must enter into a grant agreement with the Department. A grant-in-aid agreement must:

(a) Specify that grant-in-aid will continue until June 30th of the participating district's final school year of program participation;

(b) Require the school district to engage in Tribal Consultation with Tribal Nations, for affected school districts under Section 8538 of the federal Every Student Succeeds Act;

(c) Require the school district to commit to scheduling and supporting regular Student Success Team meetings;

(d) Ensure that the decision-making process of Student Success Team centers students' perspectives, including represented student groups, as appropriate given the school district's demographics;

(e) Identify a District Point Person to support the Intensive Coaching Program within the school district for each year of participation; and

(f) Require the school district to accept and implement the recommendations of the Student Success Team pursuant to terms outlined in ORS 327.169.

(3) Whether a participating school district has demonstrated improvement shall be determined by the criteria outlined in OAR 581-003-0060.

581-003-0085

Intensive Coaching Program & Student Success Teams: Funding

(1) The grant in aid allocation shall be determined as follows:

(a) Available funds shall be distributed based on ADMw.

(b) The maximum allocation a school district shall receive may not exceed $5,000,000.

(c) The minimum allocation a school district shall receive may not fall below $500,000.

(d) Grant in aid will be allocated for each year the district participates in the program.

(2)(a) The Department shall provide additional funds to each participating school district to support collaboration and coordination of the program at the district level.

(b) The Department shall allocate collaboration and coordination funding to participating school districts only if there are available programmatic funds;

(c) Each school district's funding allocations for collaboration and coordination shall be based on a calculation determined by the Department;

(d) Funds to support collaboration and coordination are in addition to the participating school district's grant in aid allocation described in section OAR 581-003-0085(1);

(e) Funds to support collaboration and coordination shall be provided and available for the duration of the school district's participation in the program;

(f) Unspent funds to support collaboration and coordination shall roll-over to the subsequent year;

(g) The participating school district shall ensure that funds are spent in accordance with federal and state law as well as Department guidance to support collaboration and coordination; and

(h) Funds to support collaboration and coordination are not required to be approved as a formal recommendation by the Student Success Team.

(3) With the exception of the collaboration and coordination funds referenced in OAR 581-003-0085(2), all remaining funds shall be spent in accordance with recommendations from the Student Success Teams.

581-003-0090

Intensive Coaching Program & Student Success Teams: Reporting

Participating school districts must provide reports in the manner and form required by the Department and in accordance with ORS 327.169.

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: SB 141 (2025) Bill Implementation: Meeting Statewide Performance Targets and Intensive Coaching Program
Status: Second Reading/Adoption (item has changed)
Presentation: Yes
Key Staff: Cassie Medina; Tim Boyd
Topic Summary: Rules are needed to implement SB 141 (2025), which requires the establishment and monitoring of co-developed Performance Growth Targets. These proposed rules clarify how ODE will determine whether sufficient school district progress has been made and will then inform subsequent support and statutory actions. In addition, the rules describe how the Intensive Coaching Program described in SB 141 will operate.

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?**

   Per SB 141, any entity that receives State School Fund monies is required to set Performance Growth Targets (PGTs) on key outcome measures. These PGTs serve as the first lever of accountability for all school districts across the state. When school districts are slow to demonstrate progress, ODE must provide specific support for those districts along a continuum, with the Intensive Coaching Program representing the highest level of support.

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?**

   SB 141. Statute created the accountability framework, but it did not define the specific criteria or calculation methods for determining whether a district (as defined by SB 141) has met its targets. Rules are therefore necessary to provide clarity, consistency, and transparency in how determinations are made and how those determinations will inform subsequent support and

statutory actions. In addition, the statute provides the framework for the Intensive Coaching Program but requires OARs to define how the program operates, what districts must do, and what support the Oregon Department of Education will provide.

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 of Education's April 16th meeting was the First Read for these rules.

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

   SB 141 passed in 2025, and it has taken time to draft and solicit feedback on these rules. At the same time, school districts are setting targets for the 2026- 2027 school year, so it's important to move forward with this rulemaking.

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 has formed a Technical Advisory Committee (TAC) to meet biweekly and provide a diversity of feedback and insight into the development of these rules that prioritize those most likely to be affected by them.

The TAC has representatives from:

- Small, Medium, & Large School District Leadership
- Coalition of Oregon School Administrators (COSA)
- Oregon Association of ESDs (OAESD)
- Oregon School Board Association (OSBA)
- School Business Officials (OASBO)
- Charter Schools
- Stand for Children
- Foundations for Better Oregon
- Children's Institute
- Current Intensive Program Districts

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 (DELC; 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.

Additional entities are not directly or immediately impacted.

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)?

   These rules will impact Oregon across geography, and it was important to have a range of perspectives represented to understand the rules' impact.

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 to date includes finding the balance between clarity / simplicity and room to differentiate the process based on a variety of contexts across the state. Feedback also named the importance in seeing improvement for focal students. The rules reflect these sentiments in the current form.

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

    The TAC will continue to meet and provide feedback until the rules are submitted for adoption.

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.

SB 141 made significant changes to Oregon's accountability system, but these rules will not significantly add fiscal and administrative impacts beyond statute. In the short term, ODE does not anticipate a significant fiscal or administrative impact on these entities. In the long term, these rules have implications for district funding. For districts that do not meet their locally developed Performance Growth Targets for four or more years, the department will prescribe up to 25% of their State School Funds.

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?**

SB 141 made significant changes to Oregon's accountability system, but these rules will not significantly add fiscal and administrative impacts beyond statute.

EQUITY IMPACT ANALYSIS

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?**

SB 141– and these rules— emphasize and prioritize gap-closing targets to drive progress for equity for focal student groups including racial equity. In addition, these rules describe dynamic, targeted support that is tailored to the specific needs of the district and its student population and community.

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?**

In developing these rules, ODE sought to make a clear and accessible process so everyone—including school district employees and volunteers—would understand their role in improving their students' and district's performance. If a school district does not improve after several years, school district employees and volunteers may be a part of directed coaching and participation in the Intensive Coaching Program.

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?**

In the short term, Board action is necessary to ensure that school districts understand how their performance—starting this coming school year—meets or does not meet expectations for progress. In the long term, Board action is even more important to determine which districts enter the continuum of support and what each step means, including the Intensive Coaching Program.

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

Without Board action, school districts—and their communities—will not have a clear understanding of their progress in terms of Oregon's new accountability system and any potential impacts.

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?

These rules implement SB 141 by clarifying how the Oregon Department of Education will determine whether a school district or charter school has met or not met its locally co-developed Performance Growth Targets. The rules establish criteria, definitions, and calculation methods used to assess progress, providing transparency and consistency across the statewide accountability system. They define an essential component of the accountability framework that informs subsequent support, including directed coaching, the Intensive Coaching Program, and the direction of State School Fund dollars.

In addition, these rules establish the structure and requirements of the Intensive Coaching Program, which is deployed when a school district or charter school does not meet its locally co-developed Performance Growth Targets for three or more years. The rules define how the program operates, the expectations for participating districts, and the support the Oregon Department of Education will provide. These rules clarify a statutory accountability and support mechanism designed to strengthen district improvement efforts and improve student outcomes.

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 rule sets are one mechanism the department can leverage in order to support the mission and vision of the Board. Growth targets provide the initial phase of improved accountability as the Intensive Coaching Program is one aspect of an improved and coherent continuum of support. Together, these help safeguard the right resources and support to honor and affirm our diverse student body.

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.

ODE staff recommend adopting these rules in service of the Department's commitment to reimagining accountability.

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?

ODE staff have reviewed and incorporated feedback from the previous State Board meeting, including from members of the State Board and public comment. In addition, ODE staff

continued to meet with and solicit feedback from the Technical Advisory Committee associated with this rulemaking effort.

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?**

   ODE staff received and closely reviewed public comment on this rulemaking. Key themes include:
   - Requesting additional clarity around key elements in the accountability system including the Met/ Not Met determination and interventions.
   - Advocating for the importance of intervention and support that reaches the classroom (instruction, curriculum).

   ODE staff received public comment on this rulemaking from:
   - Oregon Education Association (submitted by Diana Serrano, Ph.D)
   - Pooja Bhatt, M.P.P.
   - Frank Caropelo, Superintendent of Reynolds School District
   - Dr. Krista Parent, Coalition of Oregon School Administrators (COSA)
   - Dandy Stevens, Oregon Small Schools Association (OSSA)
   - Sam Breyer, Oregon Association of Education Service Districts (OAESD)
   - Jackie Olsen, Oregon Association of School Business Officials (OASBO)
   - Emielle Nischik, Oregon School Boards Association (OSBA)
   - Iris Maria Chavez, Oregon Coalition of Community Charter Schools (ORC3S)
   - Dr. Christine Toribio Pitts, Open Schools Inc.
   - Whitney Grubbs, Foundations for a Better Oregon
   - Oregon Partners for Education Justice

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

   ODE staff heard the request for additional clarity in the accountability system– specifically around when a district meets or does not meet a specific Performance Growth Target or metric– and worked to change the rule language in response.

   In addition, there was significant feedback related more directly to implementation as opposed to rulemaking specifically around ensuring that intervention and support reach the classroom level. ODE staff heard and agree with that feedback and will incorporate it into implementation and guidance efforts.

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?**

Meeting Performance Growth Targets Rules

- Based on feedback from the Technical Advisory Committee, ODE staff added a specific timeline for when a school district's review of progress should be shared with the Department.
- Based on feedback from the Technical Advisory Committee and public comment, ODE staff changed how ODE will determine when a district has made "met performance growth targets." Earlier language proposed a bar of the school district meeting at least 5 of 8 metrics for ODE to classify the district as "meeting" targets. New language shifts to a more directed approach, focusing on individual metrics, which targets have been met, and where progress has been made.
- Based on feedback from the Technical Advisory Committee and public comment requesting greater clarity in the process of determining the timeline and type of intervention, ODE staff clarified the criteria for entering Directed Coaching and the Intensive Coaching Program as well as how ODE will determine which supports are appropriate.

Intensive Coaching Program Rules

- After receiving feedback about the ambiguity of the "teacher leader" role on the Student Success Team, ODE staff changed that role to "a licensed staff or representative from recognized employee associations".
- After receiving feedback requesting additional clarity, ODE staff restructured the funding section of these rules.
- ODE staff made additional edits related to grammar and formatting.

Below you will find the proposed changes to the Oregon Department of Education's Healthy and Safe Schools (HASS) Program. These rules cover how HASS Plans are to be maintained by districts, ESDs, charter schools and the Oregon School for the Deaf. Additionally, these rules lay out the schedule for mandatory lead testing. Proposed text is bold and the proposed text to be removed is in bracketed italics.

Current Rule Link: Oregon Administrative Rule (OAR) 581-022-2223

Rule Title: Healthy and Safe Schools Plan

Rule Text:

581-022-2223
Healthy and Safe Schools Plan

(1) The following definitions apply to this rule:

(a) "Annual Statement" means a statement that complies with all requirements in ORS 332.334(2);

(b) "Department" means the Oregon Department of Education;

(c) "District" or "School District" means school districts as defined by ORS Chapter 332;

(d) "Education Service District" or "ESD" means an education service district as defined by ORS Chapter 334;

(e) "Electronic Communications Program" means a program or service that allows a School District, Public Charter School**, Oregon School for the Deaf,** or Education Service District to send out electronic communications and email to multiple recipients at once;

(f) "Facilities" means all buildings or properties owned or leased by a District, ESD, **Oregon School for the Deaf,** or Charter School *[that are required to be included in the HASS Plan]* **where students or staff are present on a regular basis;**

[(g) "Final Test Results" means result for any test required as part of the Healthy and Safe Schools Plan that contains the results from the appropriate laboratory as well as enough additional information to contextualize and explain the laboratory results]***;**

(g) "Final Test" means a First Draw Test that shows a lead level below the action level as stated in OAR 333-061-0400 and can either be an Initial Test or a Draw Test after remediation has been completed;

(h) "First Draw Test" means a test of a sample collected before any water is used from that tap on the day it is tested per OAR 333-061-0400(2);

(i) "Healthy and Safe Schools Plan" or "HASS Plan" means a plan that complies with all requirements in ORS 332.331;

(j) "Initial Test" means a First Draw Test that occurs before any remediation or other work is done on the fixture;

(k) **"OHA" means the Oregon Health Authority;**

(l) "OSD" means the Oregon School for the Deaf;

(m) "Public Charter School" or "Charter School" means a charter school as defined by ORS Chapter 338;

(n) "Required Fixtures" means *[fixtures required to be tested for elevated levels of lead per OAR 333-061-0400]* **all fixtures used for drinking or food preparation not specifically exempted per OAR 333-061-0400**; and

(o) "Testing Cycle" means a six year cycle, as required per OAR 333-061-0400 in which School Districts, Education Service Districts, the **Oregon School for the Deaf,** and Public Charter Schools **shall** test all Required Fixtures in all Facilities for elevated levels of lead **in water**.

(2) The Department shall publish on its website, and send out via electronic means, a copy of **the** model HASS Plan [*to*] **for** Districts, ESDs, **OSD,** and Charter Schools *[by January 1, 2019]*.

(3) The model HASS Plan shall:

(a) Contain language that Districts, ESDs, **OSD,** and Charter Schools may adopt in creating their HASS Plans;

(b) Contain all elements required under ORS 332.331; and

(c) Contain instructions to enable Districts, ESDs, **OSD,** and Charter Schools to complete their HASS Plans according to the model plan.

(4) Districts, ESDs, **OSD**, and Charter Schools shall submit an electronic copy of a draft HASS Plan to the Department *[by April 1, 2019]*.

(5) The draft HASS Plan submitted by Districts, ESDs, **OSD,** and Charter Schools, shall:

(a) Contain all requirements listed in ORS 332.331; and

(b) Provide a schedule of when the District, ESD, **OSD**, or Charter School will test Required Fixtures for each Facility based on the schedule set forth **in the sections below** *[in this rule]*.

(6) The Department shall review draft model plans and **respond** back to Districts, ESDs, **OSD,** and Charter Schools **with approval or changes required to be made**.

(7) The governing body of a District, ESD, **OSD** or Charter School shall adopt the final HASS Plan *[by July 1, 2019].*

(8) Districts, ESDs, and Charter Schools must submit an electronic copy of their adopted HASS Plan to the Department **within 30 days of adoption by the governing body** *[by July 15, 2019]*.

(9) If a District, ESD, **OSD,** or Charter School has a change in Facilities, personnel, policies and procedures, or any other change which requires updating their HASS Plan, the District, ESD, **OSD,** or Charter School shall submit an electronic copy of the revised HASS Plan to the Department by June 1 of the school year in which the revisions occurred.

(10) *[By January 1, 2019]* The Department shall publish on its website and distribute an electronic copy of a model Annual Statement required by ORS 332.334 to Districts, ESDs, **OSD**, and Charter Schools.

(11) By June 1 of each year, Districts, ESDs, **OSD,** and Charter Schools shall submit an electronic copy of their Annual Statement to the Department and all others required by ORS 332.334.

[(12) Districts, ESDs, and Charter Schools that have email addresses for parents of minor students and students over 18 years of age may email them the annual certification.]

[(13) Districts, ESDs, and Charter Schools that use an electronic communications program, in place of an email list, to send regular communications to members of their community may use that program to provide Final Test Results as part of a regular communication to members of the community.]

(12) Districts, ESDs, OSD, and Charter Schools shall report the results of any required testing under ORS 332.331(3) as follows:

(a) Lead in water:

(A) Final Test results shall be made available on the District's, ESD's, OSD's, or Charter School's website; and

(B) Final Test results shall be:

(i) Emailed to staff, students, and parents of minor students by Districts, ESDs, OSD, and Charter Schools for those staff, students, or parents of minor students for which they have email addresses; or

(ii) Delivered to staff, students, and parents of minor students, by an electronic communications program by those Districts, ESDs, OSD, or Charter Schools that use an electronic communications program in place of an email list.

(b) Lead in paint testing results per the requirements under 40 C.F.R. 745;

(c) Radon testing:

(A) Results shall be made available on the District's, ESD's, OSD's, or Charter School's website; and

(B) Results shall be:

(i) Emailed to staff, students, and parents of minor students by Districts, ESDs, OSD, and Charter Schools for those staff, students, or parents of minor students for which they have email addresses; or

(ii) Delivered to staff, students, and parents of minor students, by an electronic communications program by those Districts, ESDs, OSD, or Charter Schools that use an electronic communications program in place of an email list.

(d) Asbestos testing results per the requirements under 40 C.F.R 763;

(e) Integrated pest management results per ORS 634.700 through ORS 634.750.

(13) Districts, ESDs, and Charter Schools may restrict communication of test results required under the HASS Plans to the staff, students, parents, and other community members affiliated with the building for which the test results are available.

(14) If the electronic communication programs allow the District, ESD, OSD, or Charter School to specify which community members receive an email communication, then School Districts, Education Service Districts, OSD, or Public Charter Schools may limit who receives the communication of Final Test Results of a specific building so long as everyone connected with that building receives the required notice.

[(15) The Department shall reimburse Districts, ESDs, and Charter Schools that complete initial testing between July 1, 2019 and June 30, 2020 for testing costs as stated in subsections (17)(a) through (c) of this rule plus an additional ten dollars.]

(14) All Districts, ESDs, **OSD,** and Charter Schools **shall** test all Required Fixtures for elevated levels of lead *[every six years, starting July 1, 2020 per OAR 333-061-0400]* **per the procedures set forth in OAR 333-061-0400 every six (6) years.**

(15) All Districts, ESDs, OSD, and Charter schools shall submit Initial Test and Final Test results to the Department by June 30 of the year in which they test per the schedule set forth in the sections below.

(16) The Department shall reimburse *[districts]* **Districts, ESDs, OSD, and Charter Schools** for the following costs:

(a) Actual testing of water samples for elevated levels of lead, as evidenced **by lab reports and** lab invoices from an OHA accredited lab;

(b) Shipping costs to send samples to an OHA accredited lab, **including mileage for Transporting samples**;

(c) Costs of supplies needed to collect samples;

(d) Additional lab fees as approved by the Department; and

(e) An additional amount to be determined by the Department that:

(A) Provides as practical as possible an equal amount per sample across all tests; and

(B) Helps **Districts, ESDs, OSD, and Charter Schools** *[districts]* offset some of the costs of collecting the samples and associated administrative costs.

(17) The Department may reimburse Districts, ESDs, **OSD,** and Charter Schools for testing done on fixtures **other than** *[in addition to the testing done on]* Required Fixtures. The additional reimbursement shall be at the discretion of the Department and the Department shall consider:

(a) Total available funds for reimbursement; and

(b) Total additional tests done.

(18) Districts *[and ESDs]* **ESDs, and OSD** shall use the following schedule for testing through the Testing Cycle:

(a) Districts with 1-3 schools within their district will test all Required Fixtures in the first **school** year of the Testing Cycle;

(b) Districts with 4-6 schools within their district will test all Required Fixtures in the second **school** year of the Testing Cycle;

(c) ESDs **and the Oregon School for the Deaf** will test all Required Fixtures in the third **school** year of the Testing Cycle;

(d) Districts with 7-8 schools within their district will test **an equal portion of** all Required Fixtures in the third and fourth **school** years of the Testing Cycle;

(e) Districts with 9-10 schools within their district will test **an equal portion of** all Required Fixtures in the fifth and sixth **school** years of the Testing Cycle;

(f) Districts with 11-**15** *[12]* schools within their district will test **an equal portion of** all Required Fixtures in the fourth, fifth, and sixth **school** years of the Testing Cycle;

[(g) Districts with 13-15 schools within their district will test all Required Fixtures in the fourth, fifth, and sixth years of the Testing Cycle;]

(h) Districts with 16-20 schools within their district will test **an equal portion of** all Required Fixtures in the third, fourth, fifth, and sixth **school** years of the Testing Cycle; **and**

(i) Districts with *[over]* 20 **or more** schools within their district will test **an equal portion of** all Required Fixtures in each **school** year of the Testing Cycle.

(19) Charter Schools will test all Required Fixtures according to the testing schedule for the District [*district*] in which they are located.

(20) If a Charter School leases their building from a School District, the School District shall test that building as part of their regular testing schedule. The School District shall send the Final Test Results to the Charter School and the Charter School shall post those results on their website.

(21) Districts and Charter Schools that have multiple years to test all Required Fixtures shall report in their HASS Plans [*when]* **which year** each Facility will be tested.

(22) The six year cycle shall not be modified based on a District's, ESD's, OSD's, or Charter School's failure to test during their scheduled year. The six year cycle schedule will remain as stated in the sections above.

(**23**)*[The Department shall approve District, ESD, and Charter School schedules]* **If a District, ESD, OSD, or Charter School fails to complete testing in their required year or years, the District, ESD, OSD, or Charter School will complete all outstanding required testing as soon as possible.**

(24) If a District, ESD, OSD, or Charter School needs to change their testing schedule, then they shall submit a proposed change to the Department.

(25) The Department shall review all proposed schedule changes submitted by Districts, ESDs, OSD, and Charter Schools. The Department may approve or reject District, ESD, OSD, or Charter School proposals to fit the needs of the overall testing program. [*If the Department does not approve a schedule, the District, ESD, or Charter School shall resubmit their schedule.*]

(26) The Department may determine a schedule for when Districts, ESDs, **OSD,** and Charter Schools must submit their reimbursement requests.

(27) The Department may require Districts, ESDs, **OSD**, and Charter Schools to report *[data]* **Final Test results and other data as determined by the Department** using *[reimbursement]* templates and forms developed by the Department *[for this purpose]*.

Statutory/Other Authority: ORS 326.051, ORS 332.331 & 332.334
Statutes/Other Implemented: ORS 332.331 & 332.334
History:
ODE 12-2019, amend filed 04/22/2019, effective 04/22/2019
ODE 32-2018, amend filed 10/19/2018, effective 10/21/2018
ODE 42-2016, f. & cert. ef. 8-19-16

Lead in Water Testing Revisions

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Aaron Rivera, Assistant Superintendent of Office of Finance

Michael Elliott, Managing Director School Finance and Facilities

HASS Plans increase transparency

- Districts have to report how they address and test for:
  - Radon
  - Asbestos
  - Lead in paint
  - Lead in water
  - Integrated Pest Management

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Lead in Water is 6-year cycle

- All fixtures used for drinking or food preparation are tested
- Districts on a schedule depending on size of district
- Most districts test everything once per cycle
- Big districts test over multiple years

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Why now? July 1, 2026 starts new 6-year cycle

- Time to update the rules
- Working with districts to improve reporting process
- Better reporting is better data for ODE and more money for the districts

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Key changes to the HASS Rules

- Better aligning reporting requirements to state statute.
  - OHA assisted with this
- Required reporting of lead testing results to ODE
  - Help Districts – we can provide information back
  - Help ODE – better data across the state
- Clarifying who tests charter schools leasing facilities from districts
  - Districts now required to test because they own the facility
- Removed outdated 2016 references

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Recommend districts test at 10 ppb

- Federal regulations are requiring public water systems to test at 10 parts per billion (ppb)
- ODE and OHA will work on OHA's rule to align school testing to 10 ppb
- Occur 2027
- Giving districts a recommendation to test at 10 ppb now

275

Request Adoption of rule

- Effective for next testing cycle
- Provides clarity to districts
- Districts generally positive about changes

276

Questions

277

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: Lead in Water OAR Revision
Status: Second Reading/Adoption (no changes)
Presentation: Yes
Key Staff: Michael Elliott
Topic Summary: We are requesting revisions/updates to OAR 581-022-2223 for the purpose of clarifying requirements improving compliance and increasing transparency

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?**

   OAR 581-022-2223 covers the creation of the Healthy and Safe Schools (HASS) plan and requirements related to mandatory testing for lead in water at schools. The HASS plan requires schools to provide the public with information on how the district deals with specific environmental hazards and is intended to promote transparency. Mandatory water testing is part of the same legislation and that program enhances student safety by ensuring safe water in schools.

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 332.331-345 sets the legislative requirements and is prescriptive in requiring districts to adopt a HASS plan with specific environmental hazards to be included within the plan and conduct water testing. ODE is required to develop the model HASS plan and adopt provisions

for testing and reducing exposure to elevated levels of lead in water as required under guidelines adopted by OHA. While the ORS does prescribe some content requirements and details on public reporting, ODE, and the State Board, has flexibility regarding scheduling and the details of the HASS plan and testing. The current OAR is written within the scope of ODE's authority and none of the proposed changes fall outside of ODE's purview.

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 first read this item as written report during the April 2026 Board meeting.

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

   It has been seven years since the adoption of OAR 581-022-2223 which covers the Healthy and Safe Schools (HASS) plan and mandatory water testing/reimbursement as mandated by ORS 331.332-345. In that time, we have discovered changes that need to be made to improve clarity, reflect best practices and address situations not anticipated when the program was initially created. Since schools will be starting a new cycle of water testing in July 2026 this is an opportune time to make revisions to minimize confusion.

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?**

   Our engagement strategy is consistent with the Equity Decision Tree as we have sought input from a wide spectrum of districts, charter schools and ESDs, both by size and geographic location.

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 (DELC; 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.

   Our team has been in direct contact with OHA Drinking Water Services and sought feedback related to our proposed changes that interact with their rules. This is in compliance with the statutes which direct ODE to collaborate with OHA.

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: COSA, OSBA, OASBO and OSFMA plus Environment Oregon

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

We wanted to involve districts, charter schools and ESDs from across a wide spectrum of entities both large and small, as size seems to be the largest variable related to how schools interact with and are affected by the water testing requirements. We also wanted to include groups involved with the original adaptation of the rule.

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 was predominantly positive with almost all stating they did not anticipate the proposed changes would impact them negatively. Clearer, more transparent language in the changes was appreciated. Charter schools voiced some concerns related to responsibility for water testing in charter schools that lease their facilities from their sponsoring district. Current wording places responsibility on both the district and the charter to ensure that testing is completed and leaves the decision on which entity actually conducts the testing to be negotiated between the two. In application, most districts already conduct the testing, but the current wording can be confusing. We modified the language to specify that when a charter school leases their building from their sponsoring district, the district will conduct the testing and provide the results to the charter school in response to this feedback.

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 also outlined these changes at a statewide conference for school facilities managers.

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.

This board action will not change any fiscal impact related to current requirements for the Healthy and Safe Schools plan or mandatory water testing.

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 board action will not create fiscal or administrative impacts on state agencies, local government or the public and will not increase costs to small businesses.

EQUITY IMPACT ANALYSIS

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 board action will help improve clarity around water testing requirements, which will help ensure that the water in schools is free from elevated levels of lead which will improve health and safety for students.

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?**

    No change in the impact to district employees or volunteers.

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?**

    Improved clarity on requirements and improved compliance with testing requirements leading to lower levels of lead contamination in water in schools.

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

    Lacking board action, requirements would be less clear, and the rule would be silent on some issues.

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 revisions make numerous small changes. Key changes that increase clarity are:

- School districts that lease their facilities to charter schools are responsible for testing the fixtures in the leased building
- References to 2016, the voluntary lead testing program, were removed to further highlight the ongoing requirement as stated in statute
- Oregon School for the Deaf was specifically included to clarify their responsibilities under the statute.
- Clarified how a district that fails to test in their designated year can still meet the requirements for testing once every six years
- Confirmed that ODE will be providing templates for districts to use.

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 language changes were based on feedback from districts over the last six-year testing cycle. Additionally, when we sought feedback from districts, they responded that the new language clarifies their responsibilities under the statutory testing requirements. This aligns with the Board's values of transparency and accountability. It also ensures that all students have access to clean drinking water at their school.

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 requesting that the Board approve the revised OAR as provided. This will help improve student wellness by making the rules more clear and ensuring testing happens as required which will reduce the risk of exposure to lead in water within schools.

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 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?

This grant covers all of the costs associated with testing water fixtures for elevated levels of lead. For small and rural school districts this means covering the costs of shipping as well, which could be higher for them because of distance than some of the more urban and larger school districts. This is not a new grant program and during previous review of grant alignment, because of the unique nature of this grant it was unable to be aligned with other grants. However, because districts do the work and then submit for the grant, their reporting is reduced because they only have to submit their results and the costs to get reimbursed. There is no application for this grant.

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

There is no differentiation allowed under the statutes for small and rural school districts. All districts have to submit their results and invoices to receive reimbursement.

OAR 581-003-3035

Interim Tests *[Assessments]*

(1) School districts and public charter schools shall administer interim **tests** *[assessments]* in accordance with ORS 329.485.

(2) In administering interim **tests** *[assessments]* under this rule, school districts and public charter schools shall select interim tests from among the most recently approved list of interim **tests** *[assessments]* adopted by State Board of Education.

[(3) The Oregon Department of Education will engage with education and community partners to develop guidance for interim test administration windows, reporting requirements, and the timeline for an adoption renewal cycle for the purposes of implementing ORS 329.485(5).]

[ED. NOTE: The list of interim **tests** *[assessments]* referenced is available from the Oregon Department of Education upon request.]

Statutory/Other Authority: ORS 329.485

Statutes/Other Implemented: ORS 329.485

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: Senate Bill 141 (2025) Implementation: Interim Assessments: Proposed Permanent Rules
Status: Adoption (item has changed)
Presentation: Yes
Key Staff: Dr. Candice Castillo and Dr. Andrea V. Lockard
Topic Summary: The Oregon Department of Education proposed rules for implementation of the Oregon Education Accountability Act related to the selection of interim tests and subsequent administration, reporting, and adoption cycle pursuant to the requirements in ORS 329.485. That temporary rule was adopted in the February session. ODE is returning with its recommendation for proposed permanent rule language.

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 Oregon Education Accountability Act (Senate Bill 141) requires the State Board of Education to adopt up to four interim tests in language arts and mathematics in Grades K-8 that will be administered and reported to school boards and education administrators three times per year during public meetings. The Board adopted a permanent rule and approved test list in January, which was updated in February with the addition of the 4th vendor through a temporary rule amendment.

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?**

   The Oregon Education Accountability Act (Senate Bill 141; Section 24) was signed into law during the 2025 long session and is housed within ORS 329.485. The bill requires the Oregon State Board of Education to adopt no more than four approved interim tests for district

selection. Districts must implement interim tests beginning in the 2026-27 school year. The adopted rule also required the ODE to conduct engagement as part of the guidance development process.

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

   Yes, this item came before the Board on January 15, 2026, which resulted in adoption of the permanent rule and approval of three interim tests (iReady, MAP, and STAR). This item was brought back on February 19, 2026, which resulted in the Board adding Smarter Balance as the fourth interim test option and adopting a temporary rule that codified the full list of four interim tests.

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

   Temporary rules expire 180 days after the effective date of the rule. The ODE is required to continue the rulemaking process to propose a permanent rule for the Board's consideration and approval, which will also codify the list of the 4 approved tests (i.e. (iReady, MAP, Smarter Balanced, and STAR) referenced in the temporary rule until otherwise renewed at the Board's discretion. Additionally, the initial rule required the ODE to conduct engagement as part of the development process for the guidance document. Since the engagement for the initial development has concluded, the ODE's proposed permanent rule language also removes subsection 3 of the rule. The ODE remains committed to ongoing engagement and feedback as part of our continuous improvement, which is especially important during this first year of implementation.

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?**

   Since the Board's adoption of the rule and approved list in January and the addition of the 4th vendor to the approved list in February, the Oregon Department of Education (ODE) has been working to respond to the requirement set forth in subsection 3 of the temporary rule: engagement with a broader community was required for considerations related to implementation after the interim selection process was completed.

   In that effort, the ODE participated in a number of engagement opportunities to collect initial feedback about what information would be important to include in the Interim Test Implementation Guidance document. The ODE then conducted 3 drafting workgroup sessions to co-develop the document, which is set to be published mid-May. During the drafting process, the ODE also engaged with partners at events such as COSA's Friday Forum, for example, to gather more feedback on the topics requiring engagement in the temporary rule. The engagement process for the Interim Test Implementation Guidance co-development intentionally engaged partners from around the state, including education administrators and policy advocates. The drafting workgroup reviewed guidance drafts and offered feedback. Each session included a review of the changes in the present draft that reflected the group's prior feedback. Then, each member had a chance to share additional feedback on the successive drafts using a modified consultancy protocol. The ODE also engaged with other groups, as well, such as the Assessment Advisory Committee.

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 (DELC; 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: Statewide perspectives were solicited

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

   Urban, rural, and regional perspectives were represented in the intentionally small sample of education and community partners who were engaged in the development of implementation guidance.

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?**

    Throughout the rulemaking process, specific requests for language precision were made to clarify which type of "interim assessments" would comply with the requirements set forth in the statute. To be responsive to these requests, the proposed permanent rule language is more specific in that it names "interim tests" to better reflect the statutory requirements instead of the broader category language of "interim assessments".

    Regarding the Interim Test Implementation Guidance requirement, the ODE responded to feedback from both the drafting workgroup as well as other partners, such as the Assessment

Advisory Committee, in order to clarify expectations, reduce technical language, and redundancies, include quick guides and templates, as well as more visuals, such as tables, where appropriate. Each successive draft reflected the incorporation of partner feedback in these key areas.

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

The ODE worked with partners from COSA, OAESD, and the Oregon Coalition of Community Charter Schools to support districts and public charter schools with completing Interim Test Transition Plans to indicate implementation status: required to transition to an approved test [from an non-approved test], required to newly implement an approved test [has not been implementing any interim test], or are choosing to remain with their current approved test or transition to a different approved test. This information is helping determine both who the eligible transitioning districts and charter schools are as well as how the one-time transitional funding will be distributed.

In addition, the ODE will continue engagement efforts through different opportunities, such as Student Success Plan Advisories, in an effort to improve guidance and support as key lessons are learned during the first year of implementation.

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.

Districts are currently in the process of navigating the selection and preparation for administration of approved tests. Limited one-time funding has been identified to support districts required to transition to approved tests. Districts needing to transition also have an extended transition period to allow for more time to navigate the requisite procurement processes.

- Statewide coordinated support efforts included the following:

- ensuring opportunities for districts to access vendor demonstrations through multiple formats: virtual, in-person, and hybrid. Those occurred in April.
- Consortium approach to provide procurement support - lead ESDs are identified for each vendor so districts have a direct point of contact.

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?

The Assessment & Student Reporting Team and the Research & Measurement Team in the Office of Research, Assessment, Data, Accountability, and Reporting (RADAR) are impacted by this decision administratively, as the team and RADAR leadership have been charged with supporting districts and public charter schools with policy implementation, which will require ongoing engagement with education and community partners to answer questions and update the implementation guidance, as needed. No additional staffing or funding has been made available to the department to meet these requirements.

EQUITY IMPACT ANALYSIS

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?

If implemented well, interim tests can be used to identify areas of strength to build from and areas where growth is needed periodically across the school year. This can allow for meaningful responses to student learning needs during the school year. These interim test results will also be shared publicly, which is common practice in some districts but will be new for others. Public reporting can shine a light on how schools and districts are serving students during the school year, which can be used to support within-year adjustments and as a complement to end-of-year state summative test results that are used to inform year-to-year adjustments.

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 impact on school district employees will vary depending upon their current interim test use. The meaningful benefits for most of Oregon's students will come in the form of the public reporting requirement. Families and students who are served by Oregon's districts will have three additional data points to consider (fall/winter/spring) in considering how well students in their child's school and district are being served.

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?

If implemented as intended, interim tests can be positioned to guide student learning decisions periodically across the school year at key points. The best tools provide educators with information about how well students learned content that they were just taught, and also point to instructional resources that can help students make their next learning move. The short-term consequence is increased awareness and public transparency about student achievement and change across the school year. In the long-term, if implemented as intended, Oregon students should demonstrate proficiency on Oregon's state summative tests at increased levels. These increases will reflect that students are college and career-ready.

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

District assessment practices would have continued as they were situated. There would have been no requirement to administer or publicly report interim test results.

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 following OAR 581-003-3035 was adopted by the board in January, pursuant to Senate Bill 141.

OAR 581-003-3035
Interim Assessments

(1) School districts and public charter schools shall administer interim assessments in accordance with ORS 329.485.
(2) In administering interim assessments under this rule, school districts and public charter schools shall select interim assessments from among the most recently approved list of interim assessments adopted by State Board of Education.
(3) The Oregon Department of Education will engage with education and community partners to develop guidance for interim test administration windows, reporting requirements, and the timeline for an adoption renewal cycle for the purposes of implementing ORS 329.485(5).

[ED. NOTE: The list of interim assessments referenced is available from the Oregon Department of Education upon request.]
Statutory/Other Authority: ORS 329.485
Statutes/Other Implemented: ORS 329.485

The Oregon Department of Education is bringing the following proposed permanent rule language to the Board for review and consideration:
"OAR 581-003-3035
Interim Tests
(1) School districts and public charter schools shall administer interim tests in accordance with ORS 329.485.
(2) In administering interim tests under this rule, school districts and public charter schools shall select interim tests from among the most recently approved list of interim tests adopted by State Board of Education.
[ED. NOTE: The list of interim tests referenced is available from the Oregon Department of Education upon request.]
Statutory/Other Authority: ORS 329.485
Statutes/Other Implemented: ORS 329.485"

This OAR has been updated to clarify the language to make it more precise regarding the type of interim assessment being administered, which should be referred to as interim tests. It previously read, "assessment" or "Assessments". Subsection 3 from the temporary rule was also removed to acknowledge the conclusion of the originally required engagement as the guidance is on target for a mid-May publication. The permanent rule will also maintain the approved list of four tests until otherwise renewed at the discretion of the board.

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 language reflects the requirements in the Oregon Education Accountability Act, as well as feedback that the department received from ORCA, the Interim Test Implementation Drafting Workgroup, advisory committee meetings, and education partners conducted in April - May 2026.

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 adopt the proposed permanent rule language, which includes the approved vendor list following public comment after the second read opportunity.

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: Ongoing engagement with education and community partners during year 1 implementation (26-27)

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.

OREGON
DEPARTMENT OF
EDUCATION

Interim Tests

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Updates
&
Proposed Permanent Rule Language

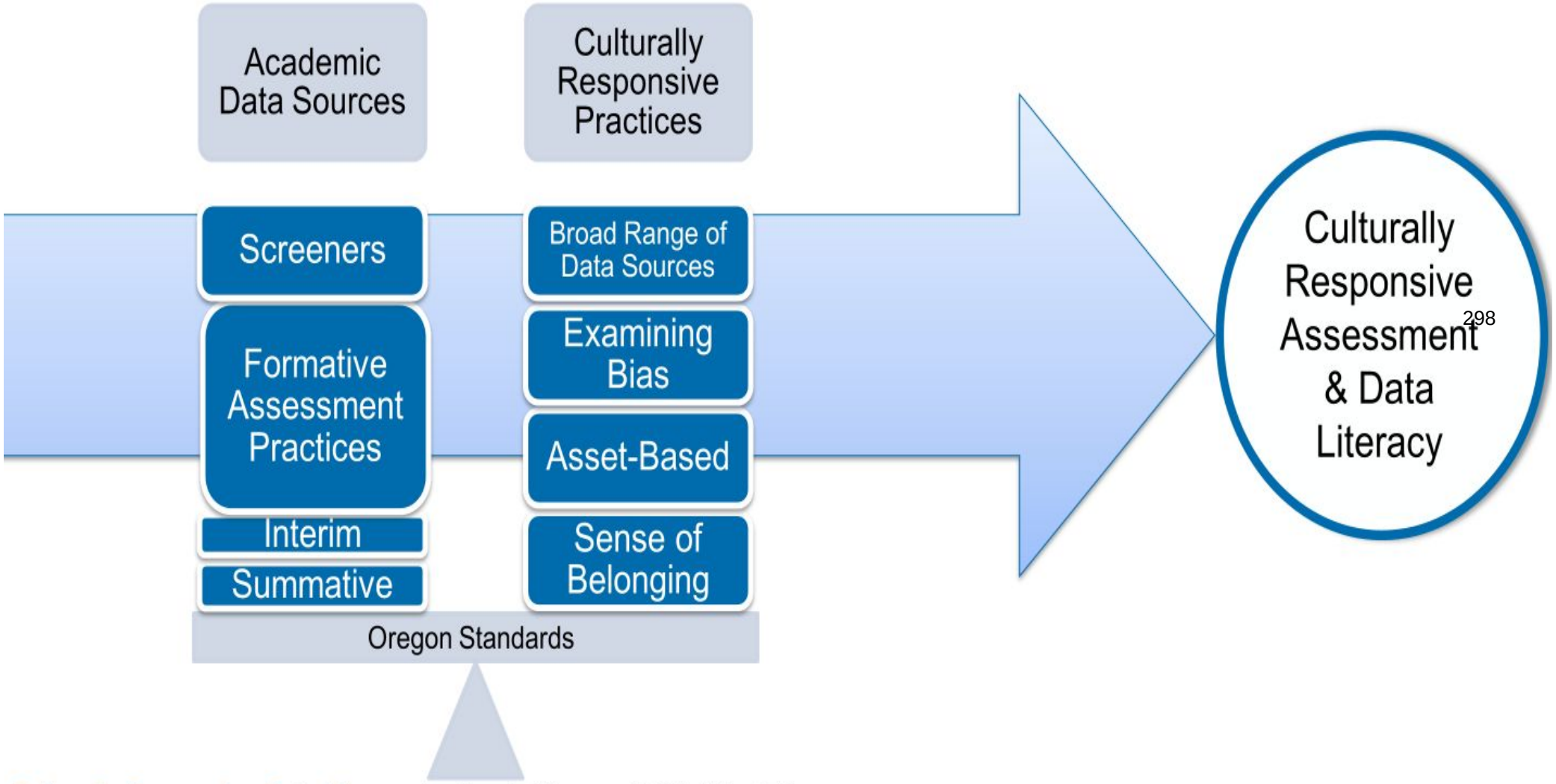
Today's Objectives



- Identify Initial Implementation Supports & Systems Opportunities
- Review current status and the remaining timeline for Interim Test Implementation
- Review Interim Test Implementation Guidance Drafting Process & Engagement
- Share updated rule language

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Balanced Assessment Systems



Culturally Responsive Data Literacy by Saroja Warner, NCSI, WestEd

2025 Oregon Education Accountability Act (SB 141) Sections 24 & 25 Requirements



Select

The interim tests must be selected from the list adopted by the State Board of Education.



Administer

Interim tests for language arts and math must be administered three times per year in grades K-8.



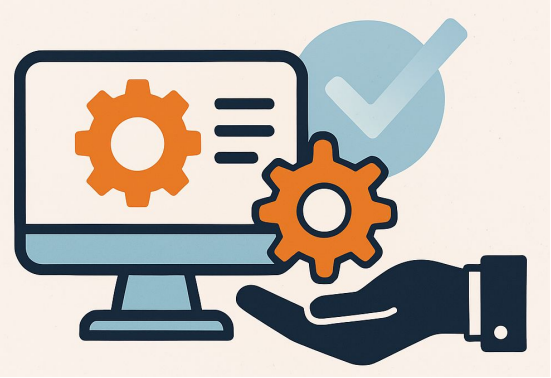
Review

Interim test data must be reviewed at least three times per year with administrators from each school and during a public meeting for the superintendent and school board.

Initial Implementation Supports

- Districts are in the process of navigating the selection and preparation for administration of approved tests.
- Limited one-time funding has been identified to support districts required to transition to approved tests.
- Districts needing to transition also have an extended transition period to allow for more time to navigate the requisite procurement processes.

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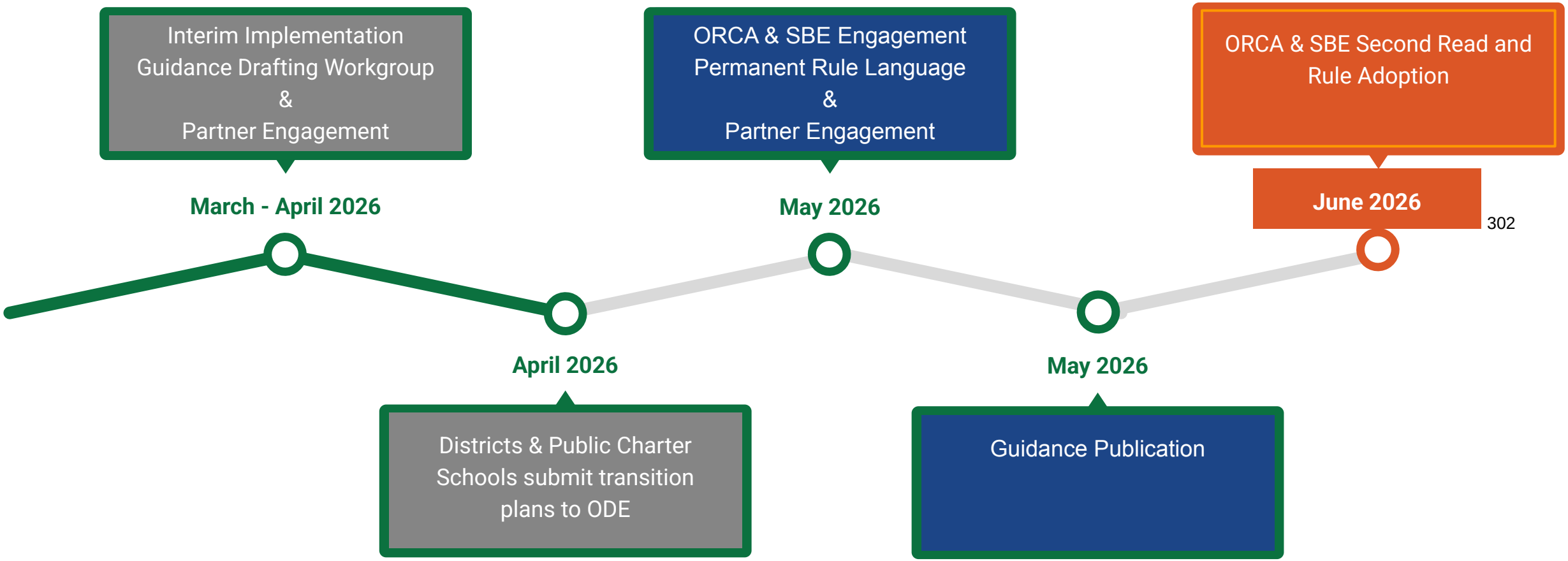


Systems Opportunities



- If implemented as intended, the interim test requirement should make student learning visible more frequently throughout the school year.
- Interim tests have been administered for decades in Oregon, but have[301] not been part of public accountability conversations
- Assessment literacy is likely to evolve as education and community partners endeavor to better understand how different data points can work in partnership with each other to gauge student learning across the year, which can inform with-in year adjustments.

Timeline


Interim Implementation Guidance Drafting Workgroup & Partner Engagement
March - April 2026
April 2026
Districts & Public Charter Schools submit transition plans to ODE
ORCA & SBE Engagement Permanent Rule Language & Partner Engagement
May 2026
May 2026
Guidance Publication
ORCA & SBE Second Read and Rule Adoption
June 2026
302

Local Implementation Status*



Who will transition/newly implement/continue with approved tests:

- **Required to transition** to a test on the approved list:
  59 districts and 24 public charter schools (83 total)
- **Do not currently use a test** and need to implement one:
  13 districts and 8 public charter schools (21 total)
- Currently using an **approved** test **and** are **transitioning** to another approved test:
  18 districts and 11 public charter schools (29 total)
- **Keeping current approved test:** 106 districts and 54 public charter schools (160 total)

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*Based on information provided on Interim Test Transition Plan submissions - 100% district & public charter school completion (May 5, 2026)

Local Implementation Status*



Test Type

Districts/public charter schools planning on transitioning/implementing at least one of their tests to:

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- **iReady**: 42 districts and 13 charters (55 total)
- **MAP**: 25 districts and 9 charters (34 total)
- **Smarter Balanced**: 10 districts and 7 charters (17 total)
- **STAR**: 50 districts and 34 charters (84 total)

*Based on information provided on Interim Test Transition Plan submissions - 100% district & public charter school completion (May 5, 2026)

Co-Constructing the Guidance



Oregon Department of Education

Early Engagement Opportunities

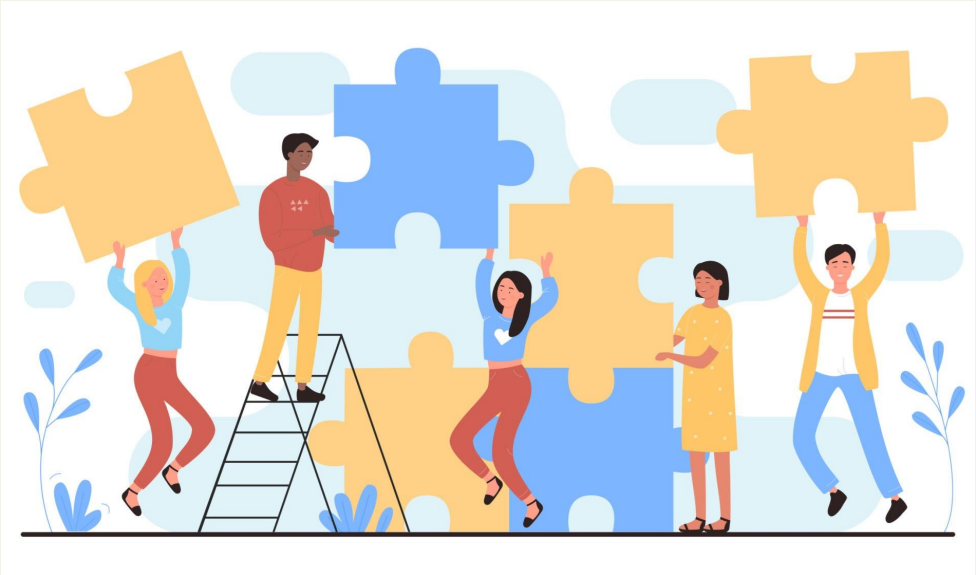
October (2025) & March (2026):
Assessment Advisory Committee (AAC)

February (2026):

- ESD Liaisons
- Lane ESD
- Statewide Assessment & Accountability Technical Advisory Committee (National Experts)
- Accountability Reporting Advisory Committee (ARAC)
- Digital Learning Cadre

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Co-Constructing the Guidance



In partnership with representatives from…

Districts

Charter Schools

ESDs

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COSA

Tribal Nations

Education Associations (OAESD, OEA, OR PTA, OSBA)

Education Partners (Stand for Children)

Key Features in the Interim Test Implementation Guidance

Building Shared Understanding	Technical Considerations	Data Use Support	Key Resources
• Purpose • Principles (e.g. students at the center) • Definitions	• Administration windows • Participation • Accessibility Supports	• Foundational Concepts • Effective use of multiple measures • Reporting Best practices	• Sample Reporting Templates • Crosswalk with other testing requirements (i.e. universal screening)

Adopted Temporary Rule Language

581-003-3035

Interim Assessments

(1) School districts and public charter schools shall administer interim assessments in accordance with ORS 329.485.

(2) In administering interim assessments under this rule, school districts and public charter schools shall select interim assessments from among the most recently approved list of interim assessments adopted by State Board of Education.

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(3) The Oregon Department of Education will engage with education and community partners to develop guidance for interim test administration windows, reporting requirements, and the timeline for an adoption renewal cycle for the purposes of implementing ORS 329.485(5).

[ED. NOTE: The list of interim assessments referenced is available from the Oregon Department of Education upon request.]

Statutory/Other Authority: ORS 329.485
Statutes/Other Implemented: ORS 329.485
History:
ODE 3-2026, temporary amend filed 02/19/2026, effective 02/19/2026 through 08/17/2026
ODE 1-2026, adopt filed 01/27/2026, effective 01/27/2026

Current Temporary Rule

1. Updated the list of approved interim tests:
   a. iReady
   b. MAP
   c. STAR
   d. Smarter Balanced (added in Feb 19, 2026)
2. Refers to “Interim Assessment”
3. Requires engagement in the guidance development process
4. As a temporary rule, in effect for only 180 days (until August 2026)

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Requested Permanent Rule

1. Maintains the approved interim test list:
   a. iReady
   b. MAP
   c. STAR
   d. Smarter Balanced
2. Updates “Interim Assessment” term to “**Interim Test**”
3. Removes subsection 3 to acknowledge the conclusion of the required engagement.
4. As a permanent rule, in effect until the Board decides to update the list or rule language

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Updated Proposed Rule Language

OAR 581-003-3035

Interim Tests

(1) School districts and public charter schools shall administer interim tests in accordance with ORS 329.485.

(2) In administering interim tests under this rule, school districts and public charter schools shall select interim tests from among the most recently approved list of interim tests adopted by State Board of Education. 311

[ED. NOTE: The list of interim tests referenced is available from the Oregon Department of Education upon request.]

Statutory/Other Authority: ORS 329.485

Statutes/Other Implemented: ORS 329.485

OREGON
DEPARTMENT OF
EDUCATION

Questions?

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Below, you will find the proposed changes to the Oregon Department of Education's rules relating to High Quality Instructional Materials (HQIM) Division 11 Reforms. Proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule 581-011-0114

Rule Title OAR 581-011-0114 **High-Quality** Instructional Materials *[Caravan]* **Roadshow**

(1) The Oregon Department of Education, in cooperation with Education Service Districts and School Districts throughout the state, may conduct a*[n]* **High-Quality** Instructional Materials *[Caravan]* **(HQIM) Roadshow**.

(a) Publishers *[or suppliers]* whose materials were adopted by the State Board of Education *[in the Subject Matter Cycle]* may participate in the *[Caravan]* **HQIM Roadshow**.

(b) The Department may require publishers to pay a fee to participate in the *[caravan]* **HQIM Roadshow**.

(2) Publishers shall follow the guidelines of the *[caravan]* **HQIM Roadshow** as established by the Department of Education.

[(a) Only Board adopted materials are to be presented, shown, or included in the Caravan.

(b) Pupil editions, teacher editions (samplers included) and ancillaries, in any form can be reviewed by attendees but must be returned at the end of the presentation. No gifts, food items, gadgets, "doohickeys" or sample materials which include media are to be given to participants attending the presentations.

(c) Pamphlets, brochures, catalogues, or two page reports describing the adopted program may be distributed including correlations to the Oregon Standards. Publisher representatives may attach business cards to these items but no personal contact information is to be gathered from caravan participants.

(d) Publishers may not participate in any other events involving caravan participants during the caravan period.

(e)] Violations of *[caravan]* **HQIM Roadshow** guidelines may result in a publisher being removed from the *[caravan]* **HQIM Roadshow**.

Statutory/Other Authority: ORS 337.035
Statutes/Other Implemented: ORS 337.035
History:
ODE 60-2025, amend filed 12/12/2025, effective 12/12/2025
ODE 3-2009, f. & cert. ef. 6-29-09

NEW RULE (OAR 581-011-0150)

Rule Title: High-Quality Instructional Materials Program Scope

(1) For purposes of rules adopted by the State Board of Education and policies established by the Oregon Department of Education, unless the context indicates otherwise, "instructional material" means content in print or digital format that is used as the principal source of instruction to teach Oregon K-12 content standards for a given course of study. Instructional materials may include books, sets or kits of resources, and digital materials or media.

(2) Only instructional materials intended to be used as the principal source of instruction to teach Oregon content area standards, for a given course of study, may be adopted by the State Board of Education.

(3) Submission, evaluation, and contracting processes involving digital materials and media shall be the same as print materials.

(4) Accessible Instructional Materials are required under OAR 581-015-2060, 581-022-2350, 581-022-2355, and other applicable state and federal laws, rules and regulations.

(a) As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the Department of Education shall enter into a written contract with the publisher of the print instructional materials to require the publisher to prepare and provide to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS).

(b) A publisher that offers digital, electronic, or web-based materials must provide an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508. The report must be based on an audit testing a random sampling of each different type of electronic component as outlined in each circular of information.

Statutory/Other Authority: ORS 337.030 & 337.050

Statutes/Implemented: 337.030, 337.035, 337.050, 337.060, 337.075

NEW RULE (OAR 581-011-0155)

Rule Title: Criteria for the Selection and Adoption of Instructional Materials

(1)(a) The State Board of Education shall:

(A) Adopt instructional materials criteria according to the subject matter cycle adopted by the board and described in OAR 581-011-0165.

(B) Review the criteria which will be used in the evaluation of instructional materials submitted for adoption and adopt the criteria no later than its January meeting in the scheduled adoption year.

(b) If the January meeting is cancelled, adopt in the board meeting held immediately following January 31 in the scheduled adoption year.

(2) Instructional materials criteria committees shall develop the criteria according to the following procedures:

(a) Instructional materials criteria committees shall be appointed by and work under the supervision of the Oregon Department of Education.

(b) A criteria committee in each subject area for which state adoptions are planned shall be appointed in a time and manner determined by the Department. The committee shall recommend categories and draft criteria to be used in evaluating the instructional materials submitted for consideration.

(c) Committees shall conduct work in the fall of the year preceding the adoption year.

(d)(A) The Department shall present the final draft of the criteria to the State Board of Education by the Board's January meeting in the year of the adoption.

(B) If the January meeting is cancelled, the Department will present in the board meeting held immediately following January 31 in the scheduled adoption year.

(e) Each committee shall be chaired by the Department of Education specialist in the subject area for which criteria are being developed. In the event that there is not a staff specialist in a particular subject field, the Department may obtain a specialist to serve as chair.

(f) Each committee shall include no less than five members selected from among Oregon classroom teachers, curriculum specialists, and others having experience and expertise in the subject area under consideration.

(g) Travel, lodging, and meal expenses for committee meetings are to be reimbursed in accordance with state policy.

(h) An honorarium may be awarded to each committee member who completes all the duties as assigned, to be determined by the Department of Education. The honorarium is to be determined based on current Department of Education compensation for similar tasks.

(i) Criteria committees shall develop criteria which set the standard for selection of instructional materials by evaluation committees and the State Board of Education. These criteria shall include, but not be limited to, the major concepts of the Content Standards and Essential Skills established by the State Board of Education for Oregon schools; the criteria shall require instructional materials to reflect respect for all people, regardless of age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, immigration or citizenship status, or gender identity.

Statutory/Other Authority: ORS 337.035

Statutes/Other Implemented: ORS 337.035, ORS 337.050, 337.060, 337.075, 337.260

NEW RULE (OAR 581-011-0160)

Rule Title: Evaluation of Instructional Materials

(1) Pursuant to ORS 337.050, the State Board of Education shall adopt a list of instructional materials for each grade and subject field in the standard curriculum for which, in its judgment, such materials are required.

(2) The Board, therefore, directs that educators who are knowledgeable of the grade level and subject area of materials under consideration be appointed to committees to evaluate instructional materials, and delegates to the Department of Education the responsibility for appointment of such evaluation committees. No fewer than three-fourths of the membership of each evaluation committee shall be licensed educators currently practicing in Oregon public schools.

(3) The committee membership shall reflect the size and geographic diversity of school districts throughout Oregon.

(4) To the degree possible, the committee membership shall reflect the racial and ethnic diversity of Oregon's student population.

(5) The committees shall determine the degree to which the submitted materials meet the Board's criteria as adopted under OAR 581-011-0155. Based on the scores received, the Department of Education will present to the Board a recommended list of instructional materials for adoption.

(6) The rosters of committee appointees will be available from the Department of Education.

(7) Committee members are to receive meal and travel (and lodging where appropriate) reimbursement in accordance with state policies for expenses incurred in attending evaluation sessions at the state level.

(8) An honorarium shall be awarded to each committee member who completes all the duties as assigned, to be determined by the Department of Education. The honorarium is to be determined based on current Department of Education compensation for similar assignments.

Statutory/Other Authority: ORS 337.050

Statutes/Other Implemented: ORS 337.050

NEW RULE (581-011-0165)

Rule Title: Instructional Materials Adopted by the State Board of Education

(1) The State Board of Education shall adopt a list of instructional materials, aligned with the subject matter cycle adopted by the Board, that school districts may use to comply with ORS chapter 337. The list shall remain in effect for a period established by the Board at the time the subject matter cycle is adopted, not to exceed ten school years.

(2) The subject matter cycle means the State instructional materials adoption schedule adopted by the Board as required by ORS 337.035.

(3) Pursuant to ORS 337.120, district school boards shall adopt instructional materials for each grade and subject field for which instruction is provided by the district from the approved list except as otherwise provided by ORS 337.141 and OAR 581-022-2350.

Statutory/Other Authority: ORS 337.050 337.141

Statutes/Other Implemented: ORS 337.035, ORS 337.050 & 337.055

NEW RULE (581-011-0170 Submission and Contracting of Instructional Materials

(1) Publishers shall submit instructional materials and related information for consideration by the Department and the State Board of Education according to the following requirements and procedures:

(a) No materials may be considered by the Board unless delivered at least 60 days prior to the adoption date.

(b) Instructional materials proposals shall be submitted in accordance with the forms and procedures established by the Department.

(A) Proposals shall include information and pricing in the form and manner established by the Department.

(B) All materials and specifications listed in a proposal must accurately correspond to the instructional material samples submitted for evaluation.

(c) Publishers shall provide summary documentation, in the form and format established by the Department, demonstrating how submitted instructional materials meet the criteria adopted by the State Board of Education.

(d) Publishers shall submit completed summaries to evaluation committees and Department staff in a time and manner specified by the Department.

(2) The Board delegates to the Oregon Department of Education the authority to enter into contracts with publishers.

(a) Contracts with publishers whose instructional materials are adopted by the Board shall be executed using forms and procedures established by the Department.

(b) Contracts shall require publishers to make instructional materials available through a depository designated by the Oregon Department of Education and to furnish materials in accordance with state and federal law and the proposal.

(c)The Board authorizes the Department to collect a bond or an irrevocable letter of credit up to $10,000 from a publisher. The Department may collect a lower bond amount when the following conditions are met:

(A) The materials under contract are Open Educational Resources; and

(B) Are submitted for review in their free ($0 cost to obtain content) format.

(d) In accordance with ORS 337.090, if any publisher fails to carry out the provisions of the contract or demonstrates the intent to evade the provisions of the contract, the Board may rescind the contract and notify the publisher thereof, or bring the appropriate action or suit to enforce the provisions of the publisher's bond or letter of credit, payable to the State of Oregon for the benefit of the Common School Fund.

(e) As used in this subsection, "Open Educational Resources (OER)" are defined as teaching and learning resources that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others.

(3) The Oregon Department of Education has the authority to recommend when the adoption of a substitute or additional instructional material is necessary under ORS 337.110.

(a) The Department shall establish procedures for publishers and other parties to submit materials for consideration when a substitution is initiated under this rule.

(b) Upon receiving a recommendation from the Oregon Department of Education, the Chair of the State Board of Education may convene the Board for the purpose of considering substituted instructional materials.

(c) The Board maintains the authority to approve or deny substitution requests.

Statutory/Other Authority: ORS 337.060, 337.075, 337.090, and 337.110

Statutes/Other Implemented: ORS 337.060, 337.075, 337.090, and 337.110

581-011-0050
Generally

[(1) For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, "instructional material" means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof.

(2) Only basal instructional programs may be adopted by the State Board of Education. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

(3) Accessible Instructional Materials are required under OAR 581-015-2060, 581-022-2355, 581-022-2350, 581-022-2360, and 581-011-0052.

Statutory/Other Authority: ORS 337.035
Statutes/Other Implemented: ORS 337.035
History:
ODE 26-2019, minor correction filed 08/07/2019, effective 08/07/2019
ODE 3-2009, f. & cert. ef. 6-29-09
ODE 13-2007, f. 4-25-07, cert. ef. 4-27-07
ODE 28-2001, f. & cert. ef. 12-20-01
ODE 10-2001, f. & cert. ef. 5-15-01
1EB 215, f. 1-29-76, ef. 2-25-76]

581-011-0052
Accessible Instructional Materials Required

[As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the Department of Education shall enter into a written contract with the publisher of the print instructional materials to require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS).

Statutory/Other Authority: ORS 337.035
Statutes/Other Implemented: ORS 337.035
History:
ODE 3-2009, f. & cert. ef. 6-29-09
ODE 13-2007, f. 4-25-07, cert. ef. 4-27-07]

581-011-0055
Guidelines for the Selection of Instructional Materials Criteria Committees

[(1) Instructional materials criteria committees shall be appointed by and work under the supervision of the Oregon Department of Education.

(2) A criteria committee in each subject area for which state adoptions are planned shall be appointed the year preceding a state adoption. The committee shall recommend categories and draft criteria to be used in evaluating the instructional materials submitted for basal consideration.

(3) Committees shall conduct committee work in time to present the final draft of the criteria to the State Board of Education by the Board's January meeting in the year of the adoption.

(4) Each committee shall be chaired by the Department of Education specialist in the particular subject area for which criteria are being developed. In the event that there is not a staff specialist in a particular subject field, the Department shall obtain a specialist to serve as chair.

(5) Each committee shall include no less than five members selected from among Oregon classroom teachers, curriculum specialists, and others having experience and expertise in the subject area under consideration.

(6) Travel, lodging, and meal expenses for committee meetings are to be reimbursed in accordance with state policy.

Statutory/Other Authority: ORS 337.035
Statutes/Other Implemented: ORS 337.035
History:
ODE 60-2025, amend filed 12/12/2025, effective 12/12/2025
ODE 3-2009, f. & cert. ef. 6-29-09
EB 5-1996, f. & cert. ef. 3-29-96
EB 1-1992, f. & cert. ef. 2-21-92
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-29-76, ef. 2-25-76]

581-011-0060
Guidelines for Criteria Development by Committees

[Criteria committees shall develop criteria which provide assistance for judgmental determination by evaluation committees and the State Board of Education. These criteria shall include, but not be limited to, the major concepts of the Core Academic Content Standards and Essential Skills established by the State Board of Education for Oregon schools; the criteria shall require instructional materials to provide fair treatment of all people and reflect our multicultural society.

Statutory/Other Authority: ORS 337
Statutes/Other Implemented: ORS 337.035
History:
ODE 3-2009, f. & cert. ef. 6-29-09
EB 1-1992, f. & cert. ef. 2-21-92
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-29-76, ef. 2-25-76]]

581-011-0065
Approval of Criteria for Evaluation of Instructional Materials

[(1) Criteria Committees, under the direction of the Department of Education staff, shall develop criteria to be submitted to the State Board of Education in the fall of the year preceding the adoption year.

(2) The State Board of Education shall review the criteria which will be used in the evaluation of instructional materials submitted for adoption. The Board will adopt the criteria no later than its January meeting in the adoption year.

Statutory/Other Authority: ORS 337.030, ORS 337.035, ORS 337.060, ORS 337.075 & ORS 337.260
Statutes/Other Implemented: ORS 337.035
History:
ODE 48-2025, minor correction filed 09/18/2025, effective 09/18/2025
ODE 3-2009, f. & cert. ef. 6-29-09
ODE 10-2001, f. & cert. ef. 5-15-01
EB 5-1996, f. & cert. ef. 3-29-96
EB 21-1992, f. & cert. ef. 6-23-92
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-29-76, ef. 2-25-76]

581-011-0066

Appointment of Committees to Evaluate Instructional Materials for State Adoption

[(1) ORS 337.050 requires the State Board of Education to adopt a list of instructional materials for each grade and subject field in the standard curriculum for which, in its judgment, such materials are required.

(2) The Board, therefore, directs that educators who are knowledgeable of the grade level and subject area of materials to be reviewed be appointed to committees to evaluate instructional materials submitted by publishers, and delegates to the Superintendent of Public Instruction the responsibility for appointment of such committees. No fewer than three-fourths of the membership of each committee shall be comprised of classroom teachers currently employed in Oregon public schools.

(3) The committee membership should reflect the size and geographic diversity of school districts throughout Oregon as well as the racial and ethnic diversity of Oregon students and teachers. The committee members shall be chosen from a pool of names solicited from local districts, educational service districts, and other interested organizations including appropriate subject matter professional organizations.

(4) The committees shall determine the degree to which the submitted materials meet the Board's criteria as adopted under OAR 581-011-0065. Based on the scores received, the Department of Education will present to the Board a recommended list of basal instructional materials for adoption.

(5) The rosters of committee appointees will be available from the Department of Education.

Statutory/Other Authority: ORS 337.050
Statutes/Other Implemented: ORS 337.035
History:
ODE 3-2009, f. & cert. ef. 6-29-09
EB 5-1996, f. & cert. ef. 3-29-96
EB 5-1993, f. & cert. ef. 2-11-93]

581-011-0067
Compensation for Evaluators of Submitted Instructional Materials

[(1) OAR 581-011-0066 provides for appointment of committees whose task is to evaluate submitted basal instructional materials.

(2) Committee members are to receive meal and travel (and lodging where appropriate) reimbursement in accordance with state policies for expenses incurred in attending evaluation sessions at the state level.

(3) In addition, an honorarium is to be given each participant who completes all the duties assigned including attending the training sessions, attending the presentations, working on the evaluations, completing the criteria checklists and comment sheets, and participating in any assigned committee meetings for drafting annotations for the adopted list or selecting the list of materials to be recommended to the Board. The honorarium is to be determined based on current Department of Education fees paid for similar tasks.

Statutory/Other Authority: ORS 337.050
Statutes/Other Implemented: ORS 337.035
History:
ODE 3-2009, f. & cert. ef. 6-29-09
EB 5-1996, f. & cert. ef. 3-29-96
EB 16-1993, f. & cert. ef. 4-30-93]

581-011-0070
Adoption Period for Instructional Materials

[(1) The State Board of Education shall adopt instructional materials by rule prior to October 31 each year.

(2) The adoption period consists of the seven-year period following adoption of an instructional materials list by the State Board of Education in accordance with the provisions of ORS 337.050.

Statutory/Other Authority: ORS 337.050
Statutes/Other Implemented: ORS 337.035, 337.050 & 337.055
History:
ODE 3-2009, f. & cert. ef. 6-29-09
ODE 8-1998, f. & cert. ef. 6-23-98
EB 5-1996, f. & cert. ef. 3-29-96
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-29-76, ef. 2-25-76]

581-011-0071
Instructional Materials Adopted by the State Board of Education

[(1) The State Board of Education shall adopt a list of basal instructional materials annually in the subject matter cycle adopted by the Board according to the criteria adopted by the Board under OAR 581-011-0117.

(2) The Subject Matter Cycle is the State instructional materials list adoption schedule adopted by the Board as required by ORS 337.035. Pursuant to 337.120, district school boards shall adopt instructional materials for each grade and subject field for which instruction is provided by the district from the approved list except as otherwise provided by 337.141 (Independent Adoption using the State Criteria). As stated in 337.120 and OAR 581-022-1650, a district school board may also postpone adoption for up to two years.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 337.141
Statutes/Other Implemented: ORS 337.050
History:
ODE 3-2009, f. & cert. ef. 6-29-09
ODE 23-2007, f. & cert. ef. 10-26-07
EB 17-1994, f. & cert. ef. 12-15-94
EB 14-1994, f. & cert. ef. 10-3-94
ED 1-1990, f. & cert. ef. 1-19-90
EB 14-1989, f. & cert. ef. 4-19-89
EB 1-1989, f. & cert. ef. 1-23-89
1EB 9-1984, f. & ef. 4-13-84
1EB 1-1984, f. & ef. 1-20-84
1EB 12-1983, f. & ef. 11-3-83
1EB 6-1983, f. 5-10-83, ef. 5-11-83
1EB 1-1983, f. 2-14-83, ef. 2-15-83]

581-011-0075
Proposal (BID) Forms

[(1) Instructional materials proposals submitted by publishers must be on forms supplied by the Department of Education. A separate continuation sheet must be used for each subject category on which a proposal is submitted. Proposal forms will be provided by the Department of Education. Samples submitted and specifications set forth in the proposals shall conform exactly with the instructional materials, which the publisher will be able to deliver.

(2) The continuation sheets shall specify the subject, category, and publisher name and shall list the author and exact title of each item of instructional material (including series title, if any), grade level, date of copyrights and prices. Each continuation sheet shall also contain the following explanation of terms which are considered a part of the proposal:

(a) The wholesale (volume discount) price at depository is the price at which the instructional materials will be furnished to the State Board of Education and to school districts at the wholesale depository, or wholesale depositories, maintained in the state;

(b) The retail price (list price) is the price at which the instructional materials will be furnished to the general public;

(c) The publisher's wholesale price is the price at which the instructional materials will be furnished to the Department of Education, viewing sites, and to school districts f.o.b.;

(d) On both the proposal and contract the wholesale at publisher price and the wholesale at depository price shall be the same thus requiring the publisher to pay the freight to transport the contracted materials to the Oregon depository.

(3) The bid forms shall contain such other information and requirements as the Department of Education determines are necessary.

Statutory/Other Authority: ORS 337.030, ORS 337.035, ORS 337.060, ORS 337.075 & ORS 337.260
Statutes/Other Implemented: ORS 337.060
History:
ODE 49-2025, minor correction filed 09/18/2025, effective 09/18/2025
ODE 3-2009, f. & cert. ef. 6-29-09
EB 21-1992, f. & cert. ef. 6-23-92
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-19-76, ef. 2-25-76]

581-011-0080
Contract Forms and Authority

[(1) The State Board of Education delegates to the Superintendent of Public Instruction the authority to enter into contracts with publishers.

(2) The contract entered into by the superintendent with publishers whose instructional materials have been adopted by the Board shall be on a form furnished by the Department of Education. The contract shall require the publisher to maintain at least one depository to be designated by the superintendent, where such instructional materials may be purchased, and to furnish such instructional materials according to law and the conditions named in the proposal. The contract shall contain such other information and requirements as the Department of Education determines are necessary.

(3)(a) The Board authorizes the Department to collect a bond or an irrevocable letter of credit up to $10,000 from a publisher. The Department may collect a lower bond amount when the following conditions are met:

(A) The materials under contract are Open Educational Resources; and

(B) Are submitted for review in their free ($0 cost to obtain content) format.

(b) As used in this subsection, "Open Educational Resources (OER)" are defined as teaching and learning resources that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others.

Statutory/Other Authority: ORS 337.030, ORS 337.035, ORS 337.060, ORS 337.075 & ORS 337.260
Statutes/Other Implemented: ORS 337.090
History:
ODE 50-2025, minor correction filed 09/18/2025, effective 09/18/2025
ODE 40-2016, f. & cert. ef. 7-18-16
ODE 3-2009, f. & cert. ef. 6-29-09
EB 21-1992, f. & cert. ef. 6-23-92
1EB 1-1984, f. & ef. 1-20-84
1EB 2-1978, f. & ef. 1-20-78
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-29-76, ef. 2-25-76]

581-011-0086
Substitutions of New Editions or Versions of State-Adopted Instructional Materials

[(1) The State Board of Education may approve the request of a publisher to substitute a more recent edition of any officially adopted instructional material.

(2) In order to meet the qualifications for approval, a new edition of a state-adopted material must:

(a) Be submitted by the publisher to the State Superintendent of Public Instruction, Department of Education, with a letter of request indicating the category of the adopted edition, title, author, copyright and publication dates of substitution edition, and copyright and publication dates of adopted edition. The publisher must state that the materials will be supplied to Oregon schools at the contract price of the originally adopted edition. A list of the nature of the changes between the two editions must be enclosed with the letter.

(b) Be supplied in addition to, rather than in place of, the adopted edition. School districts cannot be required to use a substituted edition or version of a state-adopted material; both editions must be available for distribution in the state. However, in the event the substitution contains only minor copyright revisions or revisions that ensure they are current and accurate, the Board may determine that it is not necessary for the originally adopted edition to be available for distribution.

(c) Be compatible with the previous edition or version in pagination, illustrations, content, etc., to the degree that the materials may be easily used interchangeably in the classroom.

Statutory/Other Authority: ORS 337.050(2) & 337.141
Statutes/Other Implemented: ORS 337.050
History:
ODE 3-2009, f. & cert. ef. 6-29-09
EB 5-1996, f. & cert. ef. 3-29-96
EB 30-1991, f. & cert. ef. 12-18-91]

581-011-0087

Digital, Electronic, or Web-based Materials and Media

[(1) As indicated in OAR 581-011-0050(1) and (2), Instructional materials are defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. Instructional Material may include digital content or software in a format such as electronic and internet or web-based materials or media.

(2) Contract, review, and evaluation process involving digital, electronic, or web-based materials and media shall be the same as print materials.

(3) As stated in OAR 581-011-0086, the State Board of Education must approve the request of a publisher to substitute a more recent edition or version of any officially adopted material. However, software updates that improve functionality, performance, or accuracy are allowed if approved by the Department of Education. New and revised editions or versions must be sold at the same or lower price as those previously approved.

(4) Bid proposals must include available retail price structures such as per-student, per-computer, subscription and other unit price structures and may include models where the cost is divided over multiple years and paid annually.

(5) Materials that comply with the interoperability standards can be considered for adoption according to ORS 337.075.

(6) Materials shall be accessible consistent with OAR 581-015-2060, 581-022-2355, 581-022-2340, 581-022-2360, 581-011-0052 and compliant with all state or federal laws regarding accessibility. A publisher that offers digital, electronic, or web-based materials must provide an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508. The report must be based on an audit testing a random sampling of each different type of electronic component as outlined in each circular of information.

(7) Materials cannot include free or gratis equipment such as computer hardware, technology devices or equipment, which are intended to deliver or display the material but which are not instructional materials. This includes but is not limited to computers, laptops, handheld devices, microscopes, CD/DVD players, overhead or LCD projectors, electronic whiteboards, phone/music/transmitting and listening devices, and cameras.

(8) In accordance with ORS 337.090, if any publisher fails to carry out the provisions of the contract or with the intent to evade the provisions of the contract, sells any of the materials in this state at prices higher than specified in the contract of the publisher, the Board may, on behalf of the state, rescind the contract and notify the publisher thereof, or bring the appropriate action or suit to enforce the provisions of the publisher's bond or letter of credit, payable to the State of Oregon for the benefit of the Common School Fund.]

Statutory/Other Authority: ORS 337.035
Statutes/Other Implemented: ORS 337.035
History:
ODE 60-2025, amend filed 12/12/2025, effective 12/12/2025
ODE 31-2025, amend filed 06/16/2025, effective 06/16/2025
ODE 24-2023, amend filed 12/08/2023, effective 12/08/2023
ODE 27-2019, minor correction filed 08/07/2019, effective 08/07/2019
ODE 1-2010, f. & cert. ef. 2-8-10
ODE 3-2009, f. & cert. ef. 6-29-09]

581-011-0095
Submission of Instructional Materials

[The following rules are in effect between publishers and their representatives and members of the State Board of Education:

(1) No materials may be considered by the Board unless delivered at least 60 days prior to the adoption date.

(2) All publishers are required to prepare summaries which include documentation and analysis on their submitted instructional materials showing how they conform to the criteria adopted by the State Board of Education for the review and selection of instructional materials. Forms for preparing such summaries are available from the Department of Education. Completed summaries must be submitted to appropriate evaluation committee members and Department of Education staff as directed by the Department of Education.

Statutory/Other Authority: ORS 337.030, ORS 337.035, ORS 337.060, ORS 337.075 & ORS 337.260
Statutes/Other Implemented: ORS 337.075
History:
ODE 51-2025, minor correction filed 09/18/2025, effective 09/18/2025
ODE 3-2009, f. & cert. ef. 6-29-09
EB 21-1992, f. & cert. ef. 6-23-92
1EB 245, f. & ef. 9-23-76
1EB 215, f. 1-29-76, ef. 2-25-76]

581-011-0117
Criteria for the Selection and Adoption of Instructional Materials

[The State Board of Education shall adopt basal instructional materials criteria annually in the subject matter cycle adopted by the Board and described in OAR 581-011-0071.

Statutory/Other Authority: ORS 337.035
Statutes/Other Implemented: ORS 337.035
History:
ODE 3-2009, f. & cert. ef. 6-29-09
EB 1-1996, f. & cert. ef. 1-29-96
EB 3-1995, f. & cert. ef. 1-24-95
EB 1-1994, f. & cert. ef. 2-4-94
EB 31-1987, f. & ef. 12-10-87
1EB 3-1982, f. & ef. 1-26-82]

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: Division 11 Reforms
Status: First Reading
Presentation: Yes
Key Staff: Aujalee Moore, Deirdre Banning
Topic Summary: This ruleset intends to modernize, streamline, and clarify the rules governing the submission, evaluation, adoption, and contracting of instructional materials by reducing unclear language and consolidating requirements to better reflect current practice, statutory authority, and the Oregon Department of Education's (ODE) responsibilities. This reorganization includes repealing fifteen rules that have been rewritten as five new OARs, in addition to the revision of a current OAR.

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?**

   ODE's High-Quality Instructional Materials (HQIM) program, with the assistance of Oregon educators and content area specialists, develops the criteria for content area high-quality instructional materials, evaluates submitted instructional materials in accordance with the adopted cycle, and recommends a list for the School Board of Education to review and consider for adoption. Following adoption by the Board, per Division 11, ODE enters contract with publishers and may host a HQIM Roadshow (formerly known as Caravan). The purpose of the HQIM program is to provide resources and support districts in the adoption and implementation of high-quality instructional materials.

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?**

Chapter 337 of the Oregon Revised Statutes (ORS) sets the statutory requirements for evaluating and adopting instructional materials. Chapter 337 of ORS delegates authority to the Board regarding process and procedure. Chapter 581 Division 11 of OAR implements these requirements by outlining the processes governing textbooks and instructional materials. The Board has authority over OARs in Division 11, so long as they are in alignment with ORS 337.

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

   This item has not previously been before the Board. Division 11 was last updated in December 2025 to align with statutory changes mandated by SB 141.

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

   The proposed revisions respond to changing instructional materials needs and emerging research that access to high-quality instructional materials (HQIM) is a key lever to improve student outcomes. As district instructional needs evolve and the market shifts toward digital formats, the State Board and ODE must ensure that adoption processes remain current and effective. The proposed changes clarify expectations, delegate evolving procedural elements to ODE, and allow HQIM program requirements to be updated in a timely and consistent manner. By simplifying and modernizing the rule structure, the revisions increase access to HQIM, improve transparency for districts, ESDs, and publishers, and ensure the adoption process remains aligned with statewide instructional priorities. The proposal supports statewide instructional materials adoption processes that are coherent, responsive, and easier for districts, ESDs, and publishers to navigate.

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?**

   The Office of Teaching, Learning, and Assessment (OTLA) convened a HQIM Technical Advisory Committee (TAC) to provide feedback on Division 11 and the draft rules. The TAC included representatives from all regions across Oregon and was comprised of educators, district administrators, ESD curriculum leads, and specialists in K-12 instruction.

   The proposed changes improve transparency and usability by simplifying rule structure and reducing redundancy, which supports equity by allowing ODE to implement the HQIM program consistently and clearly statewide. Additionally, accessible and understandable policy is essential to civic engagement, ensuring that Oregonians can meaningfully understand and engage with ODE's decisions and priorities. This clarity strengthens statewide alignment and supports equitable access to high-quality instructional materials that improve student outcomes.

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 (DELC; 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)?

   The team intentionally included representatives from all regions of Oregon to ensure feedback reflected the diversity of instructional contexts, implementation environments, and community perspectives statewide. Regional representation supports equity by providing ODE's HQIM program and Division 11 rule revisions with comprehensive, statewide insight, helping ensure policies are relevant, effective, and understandable. Including voices from all regions also strengthens ODE's relationship with districts by fostering meaningful statewide participation in rulemaking and reinforcing ODE's commitment to transparent, inclusive, and representative decision-making.

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?**
    Engagement with the HQIM Technical Advisory Committee (TAC) surfaced several themes that informed the development of this proposal. TAC members were supportive of the intent of the revisions and consistently noted that the proposed reorganization makes Division 11 clearer, more coherent, and easier to navigate. This feedback reinforced the decision to streamline rule structure, reduce duplication, and consolidate related requirements.

    TAC feedback also emphasized the importance of an HQIM program that better reflect current instructional materials realities, including digital materials, open educational resources (OER), and continually updated content, as well as the need to avoid overly prescriptive language that can quickly become outdated. Participants underscored the importance of clear guardrails paired with flexibility in program implementation.

The proposed language responds to this input by retaining statutory requirements while reducing prescriptive procedural detail in rule and allowing ODE and the State Board to address evolving needs through guidance and program design. Differences in opinion, such as regarding the appropriate balance between specificity and flexibility, were addressed by maintaining clear expectations in rule while enabling future adjustment outside of formal rulemaking. This approach reflects the range of perspectives shared through engagement and supports a HQIM program that is both clear and responsive over time.

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 will present the proposed revisions to the Ongoing Rules Advisory Committee (ORCA) at the May and June meetings.

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.**

    These rules are not expected to have a fiscal or administrative impact on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes.

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?**

    These rules are not expected to have a fiscal or administrative impact on state agencies, units of local government, or the public.

EQUITY IMPACT ANALYSIS

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 on this item strengthens ODE's implementation of the statewide HQIM program by clarifying and modernizing the rules that guide how high-quality instructional materials are evaluated, adopted, and maintained. These changes support more consistent promotion of standards-aligned materials and help reduce variation in instructional quality, which is particularly important for students who have been and continue to be systemically marginalized.

Clear, transparent rules also make it easier for families and community members to understand how the statewide HQIM program operates, how instructional materials are selected, and how state decisions align with student learning priorities. Over time, this clarity supports equitable access to high-quality instruction, stronger public trust, and improved educational outcomes for students across 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?

The proposed rule revisions strengthen ODE's HQIM program by allowing ODE and the State Board to more readily respond to educator feedback and evolving instructional needs. By reducing overly prescriptive rule language and clarifying roles and authority, the changes support timely updates to criteria, guidance, and implementation practices that reflect how educators experience instructional materials in classrooms. Over time, a more responsive HQIM program supports instructional coherence and enables educators and volunteers to focus on teaching and learning supported by high-quality, relevant materials.

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?

In the short term, the proposed rule revisions are expected to improve clarity, consistency, and transparency in how ODE administers the HQIM program. Simplified and modernized rules will support effective implementation, clearer communication of expectations, and more timely updates to processes in response to educator feedback and national best practices.

Over the long term, these changes are expected to have a cumulative, positive effect across Oregon's education system. A more responsive and coherent statewide HQIM program supports sustained access to high-quality, standards aligned instructional materials, which contributes to improved instructional coherence and student learning outcomes over time.

Additionally, clear and accessible rules also strengthen public understanding and trust, making it easier for families, educators, and community members to engage with and understand how statewide instructional materials decisions are made.

Board action supports a more aligned and equitable statewide system, in which students, families, educators, districts, and the broader school system benefit from consistent stewardship of instructional materials and ongoing responsiveness to emerging instructional needs.

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

Without Board action, Division 11 would continue to rely on a rule structure that is less clear, more duplicative, and harder to navigate. This limits ODE's and the State Board's ability to respond to educator feedback, changes in instructional materials formats, and evolving HQIM best practices, making the statewide program more difficult to administer and describe. Over time, reduced responsiveness and ongoing complexity can create barriers to updating evaluation processes and guidance, weaken transparency, and make it harder for educators, families, and community members to understand how statewide HQIM decisions are made.

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 proposed changes are included in the attached *Accessible Rule Draft*

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 rule set reflects feedback received through statewide engagement, including input from the HQIM Technical Advisory Committee, which emphasized the need for clearer rules, reduced duplication, and greater responsiveness to instructional realities and materials formats. The revisions address these needs by simplifying rule structure, clarifying roles, and enabling more timely updates to criteria and guidance based on educator and field input.

The proposed language aligns with the Board's Mission, Vision, and Values by strengthening statewide coherence, advancing equity through consistent access to high-quality instructional

materials, and improving transparency in decision-making. Together, these changes support instructional excellence, inclusive engagement, and responsible stewardship of Oregon's education system.

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 Office of Teaching, Learning, and Assessment recommends the adoption of the proposed ruleset.

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?**

   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

High Quality Instructional Materials (HQIM) Division 11 Reforms

Aujalee Moore, Standards and HQIM Program Analyst

Deirdre Banning, Instructional Materials Coordinator

Vanessa Martinez, Director Standards and Instructional Supports

Agenda

- Background & Context
- Engagement
- Summary of Proposed Revisions
- Next Steps & Discussion



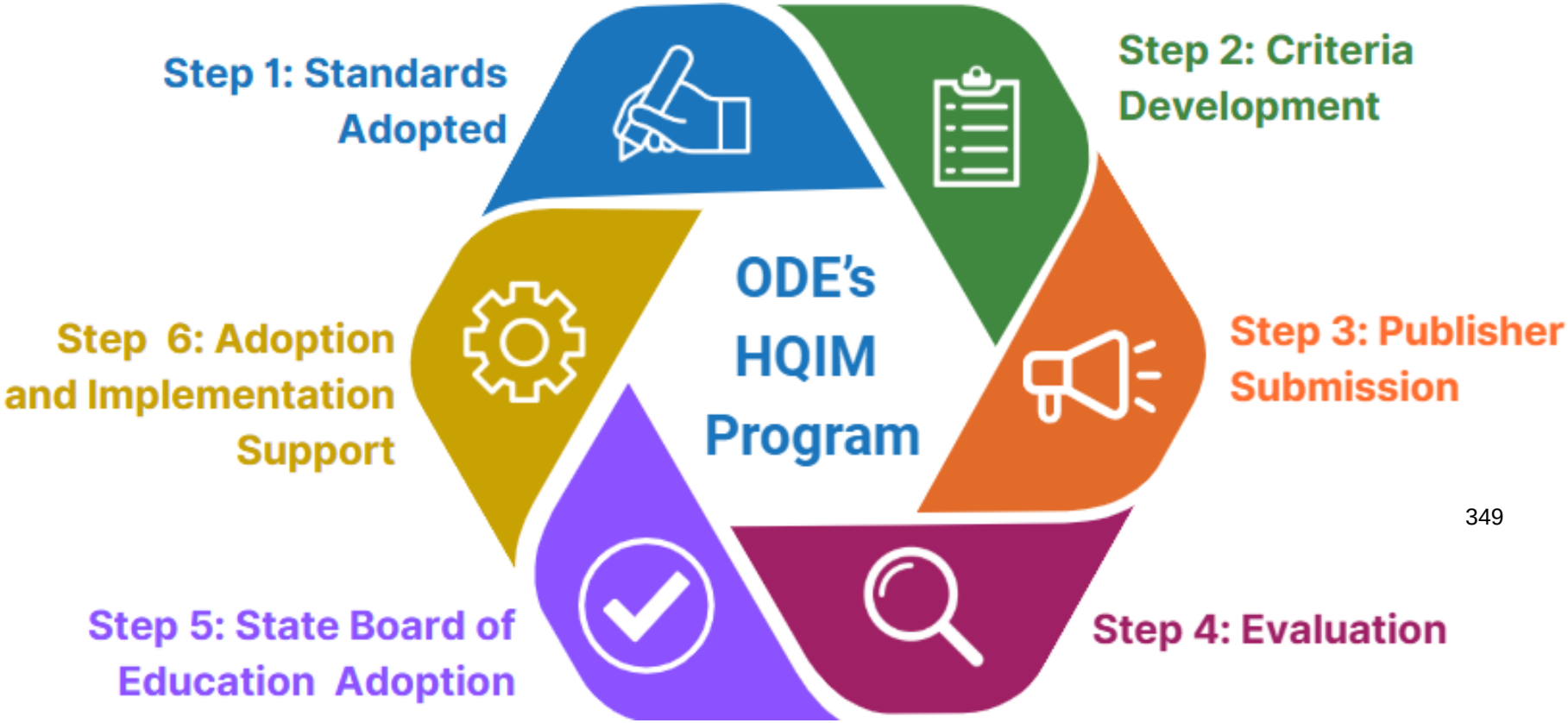
Purpose & Authority

ORS Chapter 337 establishes statutory authority for the evaluation and adoption of instructional materials in Oregon.

OAR Chapter 581, Division 11 governs the High-Quality Instructional Materials Program in Oregon.

SB 141 (2025) required removal of publisher fee authority, highlighted the need to clarify Division 11 rules, and provided funding for the HQIM program.




Step 1: Standards Adopted
Step 2: Criteria Development
Step 3: Publisher Submission
Step 4: Evaluation
Step 5: State Board of Education Adoption
Step 6: Adoption and Implementation Support
ODE's HQIM Program

What is covered in Division 11	What is NOT covered in Division 11

• Scope of program authority
• Length of adoption period
• Criteria development and adoption
• Evaluation Committees
  ○ Honorariums
• Publisher submission requirements
  ~~○ Publisher fee system~~
• Contracts with publishers
  ○ Bond
  ○ Depository
• Caravans
	Requirements for:
	• District adoption of instructional materials
	• Independent adoption of instructional materials
	• Postponement period for instructional materials adoption
	• District Curriculum

350

Division 11 Currently → Division 11 Revision:

- **Outdated and fragmented**
- **Limits ODE's ability to respond efficiently** to evolving needs
- **Creates unnecessary confusion** for those seeking to understand Oregon's HQIM program



→ **Modernizes, condenses, and clarifies** Division 11

- 16 OARs → six OARs

→ Improves **flexibility** and supports **timely updates**

→ Strengthens **transparency** and **usability**

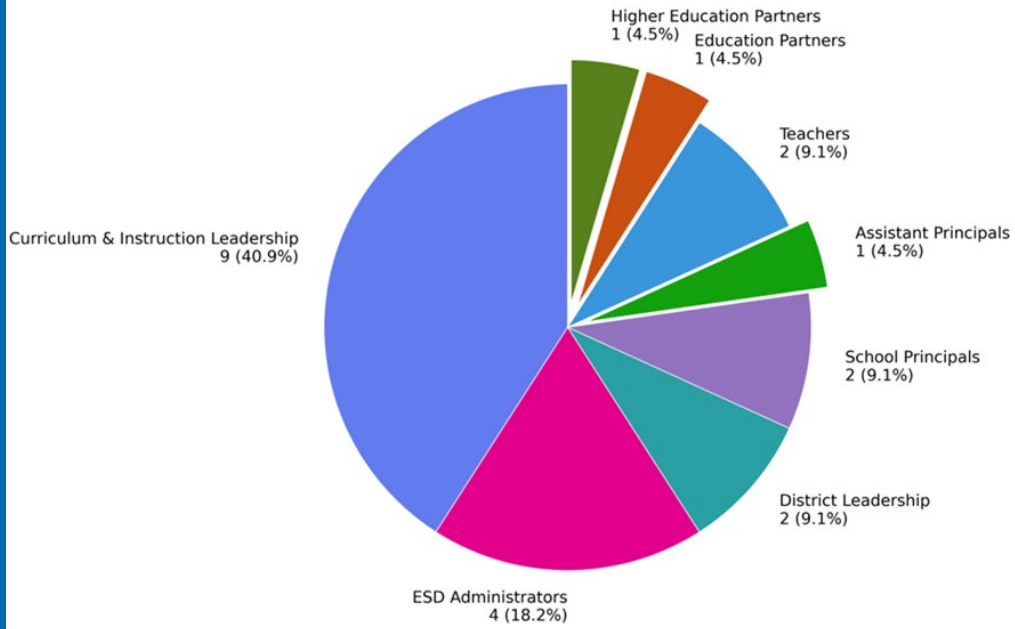
→ The proposed ruleset is **coherent, responsive, and easier** for all users **to navigate**.



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Engagement

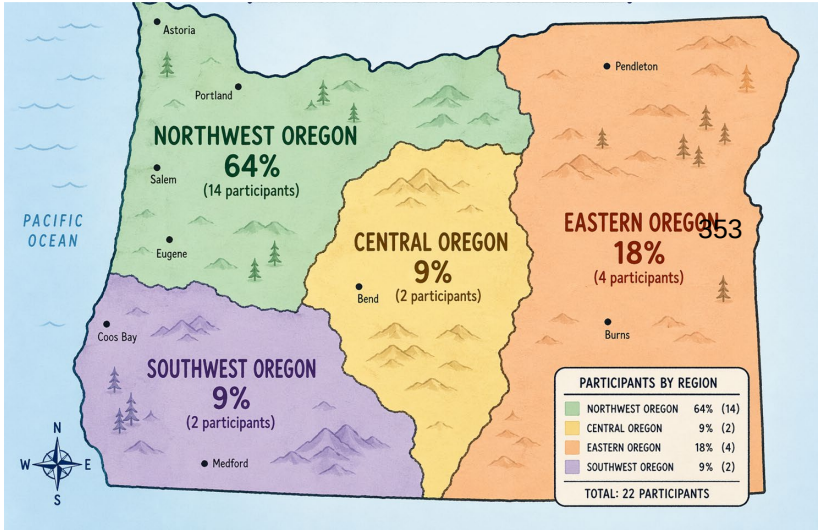
Engagement Strategy: Technical Advisory Committee (TAC)



Total: 22

Participants per district size*
Small district: 3 (20%)
Medium district: 2 (13.3%)
Large district: 10 (66.7%)
Total: 15

*ESD, Education Partners, and Higher Education Partner are excluded



TAC Response to Division 11 Reforms

Feedback Theme	Analysis
Proposed revisions are helpful	Proposed rule revisions are appreciated as **clearer**, cleaner, and easier to navigate.
Flexibility is helpful but adds unknowns	Impact of **"shall not exceed 10 years"** language is unknown. Removing specificity from the rules gives the SBE more authority.
Future programmatic strengthening is needed	Flexibility can **create nimbleness** to make needed program adjustments. • Roadshow **model needs redesign** and stronger ODE support. • **Publisher subscription-models and rising costs** need to be addressed. • Instructional materials **criteria can be modernized** with new elements.

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Ongoing Rules Community Advisory (ORCA)

Feedback on Rules

- Appreciate moving from **sixteen to six OARs in Division 11**
- Consider how **“high-quality”** is defined

Feedback on HQIM Program Refinement

- Require **more publisher accountability** on quality.
- Transparently share **HQIM impact and outcome data**, and committee processes.
- Provide a forum for **public engagement on recommended HQIM list** before presentation to the SBE.
- **Publish SBE-approved list earlier** to align with district budget and adoption timelines.

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Summary of Proposed Revisions

Consolidate



Consolidate OARs related to the same topic into a singular rule.

Clarify



Clarify the current HQIM program by removing outdated and/or duplicative language.

Simplify



Simplify by eliminating circular references and misaligned statutory authority.

Division 11 Revision Strategy

Proposed Oregon Administrative Rule	What has changed?
581-011-0120 Program Scope	• The definition of instructional materials has been revised for clarity. • Language defining digital instructional materials has been condensed for clarity.
581-011-0121 Criteria for the Selection and Adoption of Instructional Materials	• Removed requirement to adopt criteria annually*. • Added the possibility (“may”) of awarding an honorarium for serving on the committee. • Updated inclusivity clause to reflect statutory language (materials shall reflect respect for all people…).

*Board’s discretion based on adoption schedule

Proposed Oregon Administrative Rule	What has changed?
581-011-0122 Evaluation of Instructional Materials	• Updated committee selection process, removing overly prescriptive rule language. • Updated language from “teachers” to “licensed educators” to be inclusive of roles such as TOSAs.
581-011-0123 Instructional Materials Adopted by the State Board of Education	• Removed requirement to adopt a list annually*. • Removed district requirements that are codified in Division 22. • Adoption period established by the Board, not to exceed ten years.

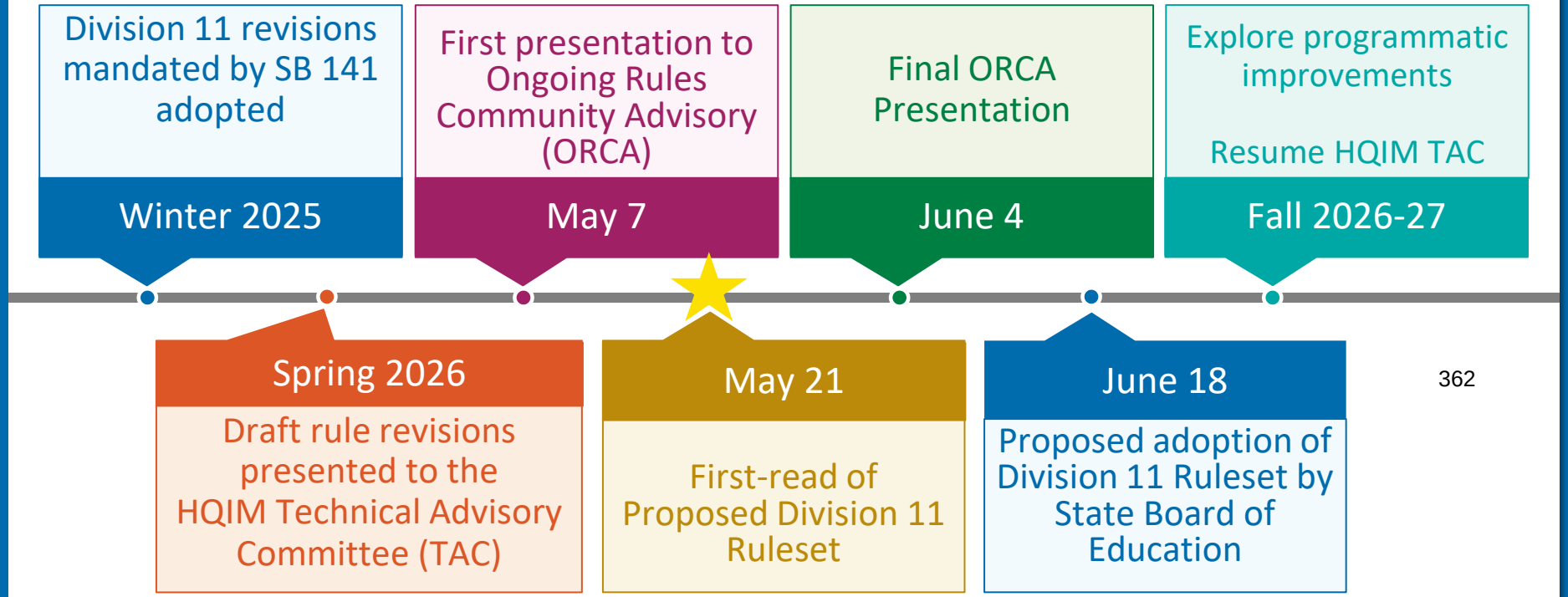
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*Board’s discretion based on adoption schedule

Proposed Oregon Administrative Rule	What has changed?
581-011-0124 Submission and Contracting of Instructional Materials	• Delegates authority over requirements for publishers proposals to ODE. • Clarifies language around contract and substitutions.
581-011-0114 High-Quality Instructional Materials Roadshow	• Renames Caravans to HQIM Roadshow. • Overly prescriptive language around Roadshow rules removed, “instead defining that “publishers shall follow guidelines as established by ODE.” 360 • Dated digital and promotion material definitions removed

Next Steps & Discussion

Next Steps' Timeline



Thank you!



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Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: 2026 English Language Arts and Literacy Standards
Status: First Reading
Presentation: Yes
Key Staff: Angelica Cruz, Director of Literacy; Tina Roberts, Language Arts Education Specialist; Aujalee Moore, Standards and HQIM Program Analyst
Topic Summary: The Department is bringing forward the 2026 Oregon English Language Arts and Literacy Standards for adoption in alignment with the Board's statutory responsibility to periodically review and revise academic content standards. Adoption at the June meeting will ensure statewide readiness for the upcoming instructional materials adoption cycle and provide districts with clear, updated expectations grounded in current research and best practices.

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?**

   Instructional standards are adopted by the State Board of Education pursuant to ORS 329.045. Once adopted, the standards are incorporated into local instructional programs through OAR 581-022-2030 (District Curriculum), which requires school districts to align K–12 instruction to state-adopted content standards. The English Language Arts and Literacy standards establish grade-level expectations for reading, writing, speaking, listening, and language development and serve as a foundation for curriculum development, instructional materials adoption, assessment, and professional learning. Collectively, they support equitable access to high-quality instruction and provide clarity for students, educators, families, and communities regarding what students should know and be able to do at each grade level.

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 329.045 requires the State Board of Education to establish and periodically review and revise academic content standards. This statute is prescriptive in directing the Board to maintain statewide standards and flexible in allowing the Board and Department to determine the review cycle, development process, and instructional scope of the standards.

OAR 581-022-2030 (District Curriculum) requires districts to implement the adopted standards as part of a planned K–12 instructional program, while allowing local flexibility in curriculum design and instructional approaches.

OAR 581-021-0200 (Standard Education for Oregon Students) defines required content areas, including English Language Arts, and establishes the expectation that students receive instruction aligned to adopted standards.

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

   The English Language Arts and Literacy standards were last revised and adopted by the State Board of Education in 2019.

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

   ODE's Instructional Materials Adoption Schedule identifies English Language Arts for statewide instructional materials evaluation beginning in 2027. To meet this timeline, revised standards must be adopted no later than June 2026. The ELA standards review and revision process began in January 2026 and has concluded with a full draft ready for Board consideration. Timely adoption ensures districts have sufficient time to prepare for implementation and alignment with future instructional materials.

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?**

   The Equity Decision Tree guided the standards revision process by shaping intentional decision-making around participant representation, engagement methods, and feedback opportunities. Because the revised standards directly impact classroom instruction statewide, the engagement strategy prioritized the inclusion of educators, administrators, and community members with diverse geographic locations, professional roles, and lived experiences.

   Applicants for the 2026 ELA Standards Review Panel submitted information regarding their geographic region, professional expertise, and experience with culturally responsive instruction and ELA standards implementation. This information informed panel selection and ensured representation across Oregon communities. Engagement also included statewide surveys and multiple feedback loops—both internal and public—to allow broad participation and iterative refinement of the standards.

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 the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   ☒ No
   ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

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 (DELC; 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)?

   Our team focused on ensuring that there was representation from all regions on the panel. Additionally, we focused on ensuring the public feedback form was sent to all districts and charter schools.

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 educators, administrators, and community members emphasized the need for clarity, grade-level coherence, alignment to current literacy research, and instructional flexibility to meet diverse student needs. Panel and public input informed refinements to standards language, vertical alignment across grade levels, and the integration of culturally sustaining instructional considerations. Where differing perspectives emerged, feedback was analyzed in relation to research, instructional impact, and statewide coherence, with decisions documented and discussed through the review panel process.

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 convened a final meeting of the ELA Standards Advisory Panel on May 6, 2026, to review remaining feedback and confirm revisions prior to Board adoption.

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.

Board adoption of the 2026 ELA Standards will result in administrative impacts for districts and education service districts as they update curriculum, professional learning, and instructional planning in advance of implementation by the 2028–29 school year. Subsequent instructional materials adoption and implementation may have fiscal impacts as districts transition to updated materials aligned to the revised standards. ODE will provide guidance and statewide resources to support equitable implementation across districts, including those in small, rural, and remote communities.

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

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?

Adoption of the 2026 English Language Arts and Literacy Standards will support equitable access to rigorous, grade-level instruction for all students by establishing consistent statewide

expectations grounded in evidence-based literacy practices. The standards promote culturally sustaining instruction, multiple pathways to demonstrate learning, and skill development that supports students' academic success, identity affirmation, and long-term outcomes, particularly for students who have historically experienced systemic barriers.

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 approval of the ELA Standards will support statewide instructional coherence by standardizing what all students should know and be able to do across our state.

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?**

    In the short term, Board adoption provides clarity and stability for districts as they plan curriculum updates and professional learning. In the long term, consistent implementation of updated literacy standards supports improved instructional coherence, alignment to high-quality instructional materials, and stronger literacy outcomes statewide. Collectively, these effects contribute to Oregon's broader efforts to improve educational equity, student achievement, and system coherence.

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

    If the Board does not approve the standards, it will delay schools in implementing the most recent research and best practices for English Language Arts and Literacy. It will also delay the instructional materials adoption cycle for ELA which is scheduled to begin in Fall 2026 (criteria development). Delaying standards adoption prolongs the time in which students are using instructional materials for ELA that may be outdated and/or unaligned to current best practice.

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?**

    ODE is proposing Board adoption of the 2026 Oregon English Language Arts and Literacy standards at the June 2026 Board meeting. The recommended language is contained in the attached *2026 Oregon English Language Arts and Literacy standards*.

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 standards reflect educator and community feedback emphasizing clarity, increased cognitive demand and coherence across grade levels, greater alignment to current literacy research, and inclusive instructional practices. The language advances the Board's Mission and Vision by promoting high expectations for all students, affirming diverse identities and experiences, and supporting instructional coherence statewide. The standards align with the Board's values by centering equity, shared responsibility, and continuous improvement.

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.**

    ODE's recommendation to adopt the 2026 Oregon English Language Arts and Literacy Standards at the June 2026 State Board of Education meeting reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability. The updated standards uphold high expectations for literacy learning by emphasizing evidence-based reading and writing practices, disciplinary literacy, and meaningful application of skills, ensuring all students graduate prepared for postsecondary education, careers, and civic life. They promote belonging and wellness by centering culturally sustaining texts, student voice, and instructional practices that affirm diverse identities, languages, and lived experiences, supporting students' social, emotional, and academic development. Finally, the standards advance Oregon's vision for reimagined accountability by providing clear, coherent learning expectations that support instructional improvement, equity-driven decision-making, and multiple measures of student learning—shifting the focus from compliance to continuous growth and shared responsibility for student success.

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: Instructional materials list and associated statewide contract

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.



Oregon English Language Arts and Literacy

Kindergarten – 12th Grade Standards

PROPOSED DRAFT 2026

OREGON DEPARTMENT OF EDUCATION

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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the Oregon's Standards website or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the Student Success Plans, the Transformative Social and Emotional Learning (SEL) Framework and Standards, and Tribal History/Shared History Curriculum, reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's Early Literacy and Adolescent Literacy frameworks, Multilingual Learner Strategic Plan, along with English Language Proficiency Standards are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, high-quality instructional materials play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon's standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon's content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb's Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students' knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon's content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:
ELA.5.RL.1 = Content Area (English Language Arts)
ELA.**5.**RL.1 = Grade Level (5th Grade)
ELA.5.**RL**.1 = Domain (Reading Literature)
ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the K-12 2026 English Language Arts Literacy Standards

Oregon's English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by Oregon's Early Literacy Framework and Adolescent Literacy Framework. They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension. Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports rigorous learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

KINDERGARTEN

Kindergarten Reading Foundational Skills (ELA.K.RF)

Print Concepts

ELA.K.RF.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Understand that words are separated by spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

ELA.K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

a. Blend and segment syllables in spoken words.
b. Blend and segment the onsets and rimes of single-syllable spoken words.
c. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.
d. Blend and segment the individual phonemes of single-syllable spoken words (up to three phonemes).
e. Add and substitute individual phonemes in three-phoneme CVC words to make new words.

Phonics and Word Recognition

ELA.K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and the most frequent sounds for each consonant.
b. Associate the long and short sounds with common spellings for the five major vowels.
c. Read common, high-frequency words by sight.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
e. Decode and encode CVC words.

Fluency

ELA.K.RF.4 Read grade-level text with purpose and understanding to support the development of fluency (accuracy, rate, prosody) and comprehension skills.

Kindergarten Reading Literature / Informational Text (ELA.K.RL / ELA.K.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.K.RL.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from a text.	ELA.K.RI.1	With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.
ELA.K.RL.2	With prompting and support, retell familiar stories, including key details, and demonstrate understanding of the lesson learned in the story development.	ELA.K.RI.2	With prompting and support, identify the main topic and retell key details from a text.
ELA.K.RL.3	With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.	ELA.K.RI.3	With prompting and support, describe the connection between individuals, events, ideas, or pieces of information presented over the course of a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.K.RL.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELA.K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
ELA.K.RL.5	With prompting and support, recognize the structures of common types of texts, including poems, stories, and dramas.	ELA.K.RI.5	Identify the front cover, back cover, and title page of a book.
ELA.K.RL.6	With prompting and support, identify the author and illustrator of	ELA.K.RI.6	With prompting and support, identify the author and illustrator of a text and define the role of each in

a story and define the role of each in telling the story.	presenting the ideas or information in a text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	ELA.K.RI.7	With prompting and support, describe the relationship between visuals and the text in which they appear.
ELA.K.RL.8	(Not applicable to literature)	ELA.K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
ELA.K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on similar themes or topics.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.K.RL.10	With prompting and support, flexibly use a variety of comprehension strategies to make sense of grade-level appropriate, complex literary texts.	ELA.K.RI.10	With prompting and support, flexibly use a variety of comprehension strategies to make sense of grade-level appropriate, complex informational texts.

Kindergarten Writing (ELA.K.W)

Text Types and Purposes

ELA.K.W.1 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose opinion pieces to tell a reader the topic or the name of the book being written about and state an opinion or preference about the topic or book.

a. Introduce the topic.
b. Provide reasons with details to support the opinion.

c. Use grade-appropriate transitions to develop text structure across ideas.
d. Provide a conclusion.

ELA.K.W.2 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts naming the topic and supplying some information about it.

a. Introduce the topic.
b. Supply information to develop the topic.
c. Use grade-appropriate conjunctions to develop text structure within sentences.
d. Use grade-appropriate transitions to develop text structure across ideas.
e. Provide a conclusion.

ELA.K.W.3 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, sequence the events in the order in which they occurred, and provide a reaction to what happened.

a. Recount a single event.
b. Include details which describe actions, thoughts, and emotions.
c. Provide a conclusion.

Production and Distribution of Writing

ELA.K.W.4 (Begins in grade 3)

ELA.K.W.5 With guidance and support, respond to questions and suggestions from peers and add details and pictures to strengthen writing as needed.

ELA.K.W.6 With guidance and support, expand access to and explore digital tools and handwriting to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

ELA.K.W.7 With scaffolded guidance and support, participate in shared research and writing projects.

ELA.K.W.8 With scaffolded guidance and support, gather information from experiences or from provided sources to answer a question.

ELA.K.W.9 (Begins in grade 4)

Range of Writing

ELA.K.W.10 (Begins in grade 3)

Kindergarten Language (ELA.K.L)

Conventions of Standard English

ELA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper-and lowercase letters.

b. Use frequently occurring nouns and verbs.
c. Form regular plural nouns by orally adding /s/ or /es/.
d. Form interrogative sentences using who, what, where, when, why, and how.
e. Form sentences using common prepositions.
f. Produce and expand complete sentences in shared language activities.

ELA.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.
b. Recognize, name, and use end punctuation.
c. Write a letter or letters for all consonant and short-vowel phonemes.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

ELA.K.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

ELA.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify homophones.
b. Identify new meanings for familiar words and apply them accurately.
c. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

ELA.K.L.5 With scaffolded guidance and support, explore word relationships and nuances in word meanings.

a. Sort common objects into categories to gain a sense of the concepts the categories represent.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.
c. Identify real-life connections between words and their uses.
d. Distinguish shades of meaning among verbs describing the same general action.

ELA.K.L.6 Use words and phrases acquired through conversations, reading or being read to, and responding to texts.

Kindergarten Speaking and Listening (ELA.K.SL)

Comprehension and Collaboration

ELA.K.SL.1 With scaffolded guidance and support, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.
b. Continue conversations through multiple exchanges.

ELA.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

ELA.K.SL.3 Ask and answer questions to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELA.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELA.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1

Grade 1 Reading Foundational Skills (ELA.1.RF)

Print Concepts

ELA.1.RF.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

a. Recognize the distinguishing features of a sentence.

Phonological Awareness

ELA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending up to six phonemes, including consonant blends.
c. Isolate and pronounce the initial, medial vowel, and final phonemes in single-syllable spoken words.
d. Segment single-syllable spoken words into their complete sequence of individual phonemes (up to six phonemes).

Phonics and Word Recognition

ELA.1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode and encode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode and encode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read irregularly spelled words.

Fluency

ELA.1.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy and rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 Reading Literature / Informational Text (ELA.1.RL / ELA.1.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.1.RL.1	Ask and answer explicit questions about key ideas and details in a text and make and support logical inferences to construct meaning from the text.	ELA.1.RI.1	Ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.
ELA.1.RL.2	Retell stories, including key details, and demonstrate understanding of the author's central message, lesson learned, and/or moral.	ELA.1.RI.2	Identify the main topic and retell key details of a text to demonstrate understanding of the central idea of a text.
ELA.1.RL.3	Describe characters, settings, and major events in a story, using key details to make meaning of the story development.	ELA.1.RI.3	Describe the connection between individuals, events, ideas, or pieces of information over the course of a text.

Craft and Structure

Reading Literature	Reading Informational

ELA.1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses to construct meaning.	ELA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.
ELA.1.RL.5	Explain major differences between books that tell stories and books that give information, including but not limited to linear, nonlinear, and circular structures, drawing on a wide reading of a range of text types.	ELA.1.RI.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to locate key facts or information in a text.
ELA.1.RL.6	Identify who is telling the story at various points in a text.	ELA.1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	ELA.1.RI.7	Use the visuals, illustrations, and details in a text to describe its key ideas.
ELA.1.RL.8	(Not applicable to literature)	ELA.1.RI.8	Identify the reasons an author gives to support points in a text.
ELA.1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	ELA.1.RI.9	Identify basic similarities in and differences between two or more texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.1.RL.10	With prompting and support, flexibly use a variety of comprehension strategies to make	ELA.1.RI.10	With prompting and support, flexibly use a variety of comprehension strategies to read

sense of grade-level appropriate, complex literary texts.	and understand informational texts appropriately complex for grade 1.

Grade 1 Writing (ELA.1.W)

Text Types and Purposes

ELA.1.W.1 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose opinion pieces; state the topic and an opinion, and supply reasons for the opinion.

a. Introduce the topic.
b. Provide reasons with details to support the opinion.
c. Use grade-appropriate transitions to develop text structure across ideas.
d. Provide a conclusion.

ELA.1.W.2 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts to establish a topic, and supply some facts about the topic.

a. Introduce the topic.
b. Supply information with detail to develop the topic.
c. Use grade-appropriate conjunctions to develop text structure within sentences.
d. Use grade-appropriate transitions to develop text structure across ideas.
e. Provide a conclusion.

ELA.1.W.3 With scaffolded guidance and support, use a combination of drawing, dictating, and writing, to compose narratives to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.

a. Recount a single event or multiple events, memories, or ideas.
b. Include details which describe actions, thoughts, and emotions.
c. Use temporal words and phrases to signal order.
d. Provide a conclusion.

Production and Distribution of Writing

ELA.1.W.4 (Begins in grade 3)

ELA.1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELA.1.W.6 With scaffolded guidance and support, use digital tools and handwriting to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

ELA.1.W.7 Participate in shared research and writing projects.

ELA.1.W.8 With scaffolded guidance and support, gather information from experiences or gather information from provided sources to answer a question.

ELA.1.W.9 (Begins in grade 4)

Range of Writing

ELA.1.W.10 (Begins in grade 3)

Grade 1 Language (ELA.1.L)

Conventions of Standard English

ELA.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences.
d. Use personal, possessive, and indefinite pronouns.
e. Use verbs to convey a sense of past, present, and future.
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions.
h. Use determiners.
i. Use frequently occurring prepositions.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

ELA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize proper nouns, including but not limited to dates and names of people.
b. Demonstrate appropriate use of end punctuation.
c. Produce and write commas in dates and to separate single words in a series.
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

ELA.1.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

ELA.1.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Identify common affixes and how they change the meaning of a word.
c. Identify frequently occurring root words and their inflectional forms.

ELA.1.L.5 With scaffolded guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories to gain a sense of the concepts and the categories they represent.
b. Define words by category and by one or more key attributes.
c. Identify real-life connections between words and their use, relating them to their synonyms and antonyms.
d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

ELA.1.L.6 Use words and phrases acquired through conversations, reading or being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Grade 1 Speaking and Listening (ELA.1.SL)

Comprehension and Collaboration

ELA.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.
b. Stay on topic and build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELA.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELA.1.SL.6 Speak in complete sentences when appropriate to the task and situation.

Grade 2

Grade 2 Reading Foundational Skills (ELA.2.RF)

Print Concepts

ELA.2.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.2.RF.2 Demonstrate command of spoken words, syllables, and phonemes to support decoding and encoding of single- and multisyllabic words.

Phonics and Word Recognition

ELA.2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode and encode regularly spelled two-syllable words with long vowels.
d. Identify, decode, and know the meaning of words with the most common prefixes and derivational suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read irregularly spelled words.

Fluency

ELA.2.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy and rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Reading Literature / Informational Text (ELA.2.RL / ELA.2.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.2.RL.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	ELA.2.RI.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.

ELA.2.RL.2	Identify implicit and explicit information from stories, including but not limited to fables and folktales from diverse cultures, to determine the author's central message, lesson learned, and/or moral.	ELA.2.RI.2	Identify implicit and explicit information from a text to determine the text's central idea.
ELA.2.RL.3	In order to make meaning of the story development, describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.	ELA.2.RI.3	Describe the connection between individuals, a series of historical events, scientific ideas or concepts, or steps in technical procedures over the course of a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.2.RL.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes, and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.	ELA.2.RI.4	Determine the meaning of words and phrases and how those words or phrases shape meaning in a text relevant to a grade 2 topic or subject area.
ELA.2.RL.5	Describe the overall structure of a story, poem, or drama, including but not limited to linear, non-linear, and circular structures.	ELA.2.RI.5	Identify and describe informational text structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
ELA.2.RL.6	Acknowledge differences in the points of view of characters, using voice inflection when reading dialogue aloud, and how those points of view shape the content of the text.	ELA.2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and how that purpose shapes the content of the text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.2.RL.7	Use information gained from the illustrations and words in a print, non-print, or digital text to demonstrate understanding of its characters, setting, or plot.	ELA.2.RI.7	Identify information gained from visuals, illustrations, and words in the text, and explain how that information contributes to understanding the text.
ELA.2.RL.8	(Not applicable to literature)	ELA.2.RI.8	Describe how reasons support specific points the author makes in a text.
ELA.2.RL.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	ELA.2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.2RL.10	Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, literary texts.	ELA.2.RI.10	Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, informational texts.

Grade 2 Writing (ELA.2.W)

Text Types and Purposes

ELA.2.W.1 With scaffolded guidance and support, compose opinion pieces on topics or texts supported by reasons.

a. Introduce the topic, followed by an opinion statement, and create an organizational structure.
b. Provide reasons with details to support the opinion.
c. Use grade-appropriate transitions to develop text structure across ideas.
d. Provide a conclusion.

ELA.2.W.2 With scaffolded guidance and support, compose informative and/or explanatory texts to establish a topic and provide information about the topic.

a. Introduce the topic.
b. Supply information with detail to develop the topic.
c. Use grade-appropriate conjunctions to develop text structure within sentences.
d. Use grade-appropriate transitions to develop text structure across ideas.
e. Provide a conclusion.

ELA.2.W.3 With scaffolded guidance and support, compose narratives to develop real or imagined experiences or multiple events or ideas, using effective techniques, descriptive details, and clear sequences.

a. Recount a single event or multiple events, memories, or ideas.
b. Include details that describe actions, thoughts, and emotions.
c. Use temporal words and phrases to signal event order.
d. Provide a conclusion.

Production and Distribution of Writing

ELA.2.W.4 (Begins in grade 3)

ELA.2.W.5 With guidance and support, focus on a topic and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.2.W.6 With scaffolded guidance and support, use digital tools and resources and handwriting to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELA.2.W.7 Participate in shared research and writing projects that build knowledge about a topic.

ELA.2.W.8 Gather information from experiences or provided sources to answer or generate questions.

ELA.2.W.9 (Begins in grade 4)

Range of Writing

ELA.2.W.10 (Begins in grade 3)

Grade 2 Language (ELA.2.L)

Conventions of Standard English

ELA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns.
b. Use frequently occurring irregular nouns.
c. Use reflexive pronouns.
d. Use the past tense of frequently occurring irregular verbs.

e. Use adjectives and adverbs in sentence formation.
f. Produce, expand, and rearrange complete simple and compound sentences.

ELA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize proper nouns, including but not limited to holidays, product names, and geographic names.
b. Demonstrate appropriate use of commas in varied communication formats.
c. Use apostrophe to form contractions and possessives.
d. Generalize spelling patterns.
e. Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.

Knowledge of Language

ELA.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

ELA.2.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known prefix is added to a known word.
c. Use a known root word as a clue to the meaning of an unknown word with the same root.
d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
e. Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.

ELA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
b. Distinguish the shades of meaning among closely related verbs and closely related adjectives.

ELA.2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 2 Speaking and Listening (ELA.2.SL)

Comprehension and Collaboration

ELA.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.
b. Build on others' talk in conversations by linking personal comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELA.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELA.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

ELA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELA.2.SL.5 Add audio recordings, drawings, or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ELA.2.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3

Grade 3 Reading Foundational Skills (ELA.3.RF)

Print Concepts

ELA.3.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.3.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

a. Identify, decode, and know the meaning of the most common prefixes and derivational suffixes, including Latin suffixes.
b. Decode and encode multisyllabic words.
c. Read irregularly spelled words.

Fluency

ELA.3.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy and rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 Reading Literature / Informational Text (ELA.3.RL / ELA.3.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELA.3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.3.RL.2	Recount and summarize stories, including but not limited to fables, folktales, and myths from diverse cultures; determine the author's central message, lesson, or moral, and explain how it is conveyed through key details in the text.	ELA.3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELA.3.RL.3	Describe characters in a story, including but not limited to their traits, motivations, actions, or feelings, and how they affect the plot.	ELA.3.RI.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

Reading Literature		Reading Informational	
ELA.3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and	ELA.3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

	hyperboles, and describe how those words and phrases shape meaning.		and describe how those words and phrases impact meaning.
ELA.3.RL.5	Describe and provide evidence explaining how parts of the text contribute to the overall structure of poems, stories, and dramas, including but not limited to chapter, scene, and stanza, and linear, non-linear, and circular structures.	ELA.3.RI.5	Use informational text structures, including comparison, cause/effect, and problem/solution, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
ELA.3.RL.6	Distinguish personal perspectives from those of the narrator or characters and describe how various perspectives shape the content and style of the text.	ELA.3.RI.6	Distinguish personal perspectives from those of the author of a text and describe how various perspectives shape the content and style of a text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.3.RL.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character, and setting.	ELA.3.RI.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs, and side bars, contribute to the meaning and clarity of a text.
ELA.3.RL.8	(Not applicable to literature)	ELA.3.RI.8	Describe how reasons and evidence support specific points the author makes in a text.
ELA.3.RL.9	Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	ELA.3.RI.9	Compare and contrast the most important points and key details presented in two or more texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational

ELA.3.RL.10 Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, literary texts.	ELA.3.RI.10 Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, informational texts.

Grade 3 Writing (ELA.3.W)

Text Types and Purposes

ELA.3.W.1 With scaffolded guidance and support, compose opinion pieces on topics or texts, with supporting reasons.

a. Introduce the topic, followed by opinion statement, and create an organizational structure.
b. Provide reasons with elaborate details to support the opinion.
c. Use grade-appropriate transitions to develop text structure across paragraphs.
d. Provide a conclusion.

ELA.3.W.2 With scaffolded guidance and support, compose informative and/or explanatory texts, to examine a topic and provide information.

a. Introduce a topic, and group related information together; include illustrations when useful in aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use grade-appropriate conjunctions to develop text structure within sentences.
d. Use grade-appropriate transitions to develop text structure across paragraphs.
e. Provide a conclusion.

ELA.3.W.3 With scaffolded guidance and support, compose narratives to develop real or imagined experiences, or multiple events or ideas, using effective technique, descriptive details, and clear sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear, and/or circular structure.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.

ELA.3.W.5 With guidance and support, develop and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.3.W.6 With scaffolded guidance and support, use digital tools and resources and handwriting to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELA.3.W.7 Conduct short research projects and write about them to build knowledge about a topic.

ELA.3.W.8 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources and analyze by sorting into appropriate categories.

ELA.3.W.9 (Begins in grade 4)

Range of Writing

ELA.3.W.10 With scaffolded guidance and support, write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 3 Language (ELA.3.L)

Conventions of Standard English

ELA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in a grade-level text.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns.
d. Form and use regular and irregular verbs.
e. Use verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.
g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.

ELA.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.
b. Use commas in addresses.
c. Use commas and quotation marks in dialogue.
d. Use possessives.
e. Use conventional spelling for high-frequency words where suffixes are added to base words.

f. Use spelling patterns and generalizations in writing words.
g. Consult both print and digital reference materials as needed to check and correct spellings.

Knowledge of Language

ELA.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use

ELA.3.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word.
c. Use a known root word as a clue to the meaning of an unknown word with the same root.
d. Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELA.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the denotation and connotation of words and phrases in context.
b. Demonstrate understanding of words by relating them to their synonyms and antonyms.
c. Distinguish shades of meaning among related words that describe degrees of certainty.

ELA.3.L.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 3 Speaking and Listening (ELA.3.SL)

Comprehension and Collaboration

ELA.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing ideas clearly.

a. With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussion.
c. Ask questions to check understanding of information presented, stay on topic, and link personal comments to the remarks of others.
d. Explain personal ideas and understandings in light of the discussion.
e. Evaluate the effectiveness of the discussion.

ELA.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

ELA.3.SL.4 With scaffolded guidance and support, report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELA.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELA.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

Grade 4 Reading Foundational Skills (ELA.4.RF)

Print Concepts

ELA.4.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.4.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read and pronounce unfamiliar multisyllabic words.

Fluency

ELA.4.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy and rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Reading Literature / Informational Text (ELA.4.RL / ELA.4.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.4.RL.1	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.4.RI.1	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.RL.2	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories, and dramas; summarize the text.	ELA.4.RI.2	Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence from the text; summarize the text.
ELA.4.RL.3	Describe in depth a character's thoughts, words, and/or actions, the setting or event(s) in a story or drama and draw on specific details to analyze their interaction over the course of the text.	ELA.4.RI.3	Explain the individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.4.RL.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including but not limited to	ELA.4.RI.4	Identify, read, pronounce, and determine the meaning of general academic and domain-specific words or phrases in a text relevant

	figurative language such as hyperbole and personification, and describe and explain how those words and phrases impact meaning.		to a grade 4 topic or subject area, and describe and explain how those words and phrases impact meaning.
ELA.4.RL.5	Analyze the overall structure the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.	ELA.4.RI.5	Describe the overall structure the author uses to organize the events, ideas, concepts, or information.
ELA.4.RL.6	Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.	ELA.4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	ELA.4.RI.7	Interpret information presented visually, orally, or quantitatively, in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.
ELA.4.RL.8	(Not applicable to literature)	ELA.4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
ELA.4.RL.9	Compare/contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	ELA.4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.4.RL.10	Flexibly use a variety of decoding and comprehension strategies to	ELA.4.RI.10	Flexibly use a variety of decoding and comprehension strategies to

	independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 4 Writing (ELA.4.W)

Text Types and Purposes

ELA.4.W.1 Compose opinions, on topics or texts, supporting an author's perspective with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Use grade-appropriate transitions to develop text structure across paragraphs.
d. Provide a conclusion.

ELA.4.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Use grade-appropriate conjunctions to develop text structure within sentences.
d. Use grade-appropriate transitions to develop text structure across paragraphs.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Provide a conclusion.

ELA.4.W.3 Compose narratives, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear, or circular structure.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELA.4.W.5 With guidance and support from peers, develop and strengthen writing as needed by planning, drafting, revising, editing, and rewriting.

ELA.4.W.6 With guidance and support, use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing and interact and collaborate with others.

Research to Build and Present Knowledge

ELA.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELA.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELA.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.4.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 Language (ELA.4.L)

Conventions of Standard English

ELA.4.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Identify, explain, and use relative pronouns and relative adverbs.
b. Form and use the progressive verb tenses.
c. Use helping verbs to convey various conditions, such as can, may, and must.
d. Order adjectives within sentences according to conventional patterns.
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
g. Correctly use frequently confused words, such as to, too, two; there, their, they're.

ELA.4.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling:

a. Demonstrate appropriate use of capitalization rules.
b. Use commas and quotation marks to indicate direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.

d. Spell grade-appropriate words correctly, consulting both print and digital references as needed.

Knowledge of Language

ELA.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.
b. Choose punctuation for effect.
c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

ELA.4.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.

a. Use context as a clue to the meaning of a word or phrase.
b. Use concrete and common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

ELA.4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Grade 4 Speaking and Listening (ELA.4.SL)

Comprehension and Collaboration

ELA.4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing personal ideas clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain personal ideas and understanding in light of the discussion.
e. Evaluate the effectiveness of the discussion.

ELA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

ELA.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELA.4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

Grade 5

Grade 5 Reading Foundational Skills (ELA.5.RF)

Print Concepts

ELA.5.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.5.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read and pronounce unfamiliar multisyllabic words.

Fluency

ELA.5.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy and rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Reading Literature / Informational Text (ELA.5.RL / ELA.5.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.RL.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories, and dramas, and cite relevant implicit and explicit evidence to support thinking; summarize the text.	ELA.5.RI.2	Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence to support thinking; summarize the text.
ELA.5.RL.3	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.	ELA.5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on the key details in the text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.5.RL.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes, and describe and explain how those words and phrases impact meaning.	ELA.5.RI.4	Identify, read, pronounce, and determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area, and analyze how those words and phrases impact meaning.

ELA.5.RL.5	Analyze and explain the overall structure of poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.	ELA.5.RI.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
ELA.5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	ELA.5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	ELA.5.RI.7	Analyze information from multiple print, digital, and non-print formats, demonstrating the ability to locate an answer to a question or to solve a problem.
ELA.5.RL.8	(Not applicable to literature)	ELA.5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.5.RL.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	ELA.5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.5.RL.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.5.RI.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend and analyze multisyllabic words in grade-level

	appropriate, complex informational texts.

Grade 5 Writing (ELA.5.W)

Text Types and Purposes

ELA.5.W.1 Compose opinion pieces on topics or texts, supporting the writer's perspective with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Use grade-appropriate transitions to develop text structure across paragraphs.
d. Provide a conclusion.

ELA.5.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Use grade-appropriate conjunctions to develop text structure within sentences.
d. Use grade-appropriate transitions to develop text structure across paragraphs.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Provide a conclusion.

ELA.5.W.3 Compose narratives to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear, or circular structure.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of conjunctions and transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELA.5.W.5 With guidance and support, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

ELA.5.W.6 With guidance and support, use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing and interact and collaborate with others.

Research to Build and Present Knowledge

ELA.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA.5.W.8 Summarize relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELA.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.5.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 5 Language (ELA.5.L)

Conventions of Standard English

ELA.5.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
e. Use correlative conjunctions.
f. Ensure that pronouns are in the proper case.

ELA.5.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

a. Use punctuation to separate items in a series.
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Use strategies and print and digital resources to identify and correct spelling errors.

Knowledge of Language

ELA.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

ELA.5.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on grade 5 reading and content.

a. Use context as a clue to the meaning of a word or phrase.
b. Use concrete and common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.
b. Demonstrate understanding of words by relating them to their synonyms and antonyms.

ELA.5.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade 5 Speaking and Listening (ELA.5.SL)

Comprehension and Collaboration

ELA.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing personal ideas clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
e. Evaluate the effectiveness of the discussion.

ELA.5.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

ELA.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence..

Presentation of Knowledge and Ideas

ELA.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA.5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELA.5.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 6

Grade 6 Reading Foundational Skills (ELA.6.RF)

Phonics and Word Recognition skills are embedded within RL.4, RI.4, RL.10, RI.10, L.4 and L.6 standards for grades 6-8. See standards guidance for further information.

Fluency

ELA.6.RF.1 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy, rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 6 Reading Literature / Informational Text (ELA.6.RL / ELA.6.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.6.RL.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	ELA.6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. Evaluate the credibility of the information presented, identifying

			areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.6.RL.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	ELA.6.RI.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary distinct from prior knowledge or opinions.
ELA.6.RL.3	Explain how the plot of a literary text develops through a sequence of events and how the characters react to the plot or evolve as the plot progresses toward a resolution.	ELA.6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.6.RL.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.6.RI.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings specific to the subject matter.
ELA.6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	ELA.6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section shapes how ideas are organized and presented, guides a reader's understanding, and develops the ideas.
ELA.6.RL.6	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	ELA.6.RI.6	Determine an author's background, perspective, and/or purpose in a text and explain the methods or techniques the author uses to share it.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	ELA.6.RI.7	Integrate information presented in different media or formats including written text, to develop a coherent understanding of a topic or issue.
ELA.6.RL.8	(Not applicable to literature)	ELA.6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA.6.RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics including the author's perspective or bias.	ELA.6.RI.9	Compare and contrast one author's presentation of events with that of another.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.6.RL.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.6.RI.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 6 Writing (ELA.6.W)

Text Types and Purposes

ELA.6.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.
c. Use appropriate transitions to enhance clarity and flow among claim(s) and reasons.
d. Establish and maintain an appropriate style for content, purpose, and audience.
e. Provide a conclusion that follows from the argument presented.

ELA.6.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain an appropriate style for content, purpose, and audience.
f. Provide a conclusion that follows from the information or explanation presented.

ELA.6.W.3 Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas, using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.6.W.5 With some guidance and support, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

ELA.6.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing, interact and collaborate with others, and cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.6.W.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources, and refocusing the inquiry when appropriate.

ELA.6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic citation.

ELA.6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.6.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 6 Language (ELA.6.L)

Conventions of Standard English

ELA.6.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive, and intensive pronouns.
b. Recognize variations from standard English and implement strategies to improve expression in conventional language.

ELA.6.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

Knowledge of Language

ELA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest and style.
b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

ELA.6.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.

a. Use context as a clue to the meaning of a word or phrase.
b. Use concrete but more abstract, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including but not limited to personification and alliteration, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Distinguish among the connotations of words with similar denotations.

ELA.6.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 Speaking and Listening (ELA.6.SL)

Comprehension and Collaboration

ELA.6.SL.1 Express ideas clearly by engaging effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, and building on internal reflections and others' ideas.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
e. Evaluate the effectiveness of the discussion.

ELA.6.SL.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

ELA.6.SL.3 Delineate a speaker's argument and specific claims, distinguishing supported versus unsupported claims.

Presentation of Knowledge and Ideas

ELA.6.SL.4 Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.6.SL.5 Include multimedia components and visual displays in presentations to clarify information.

ELA.6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate.

Grade 7

Grade 7 Reading Foundational Skills (ELA.7.RF)

Phonics and Word Recognition skills are embedded within RL.4, RI.4, RL.10, RI.10, L.4 and L.6 standards for grades 6-8. See standards guidance for further information.

Fluency

ELA.7.RF.1 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy, rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 7 Reading Literature / Informational Text (ELA.7.RL / ELA.7.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.7.RL.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.	ELA.7.RI.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text. Provide an evidence-based summary of the text.	ELA.7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text. Provide an evidence-based summary of the text.

ELA.7.RL.3	Analyze how particular elements of a literary text connect and influence each other to create meaning.	ELA.7.RI.3	Analyze the interactions between individuals, events, and ideas in a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.7.RL.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	ELA.7.RI.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings specific to the subject matter; analyze the impact of a specific word choice on meaning and tone.
ELA.7.RL.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	ELA.7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas and how it guides a reader's understanding.
ELA.7.RL.6	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	ELA.7.RI.6	Determine an author's background, perspective, and/or purpose in a text and analyze the methods or techniques the author uses to distinguish their position from that of others.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	ELA.7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

ELA.7.RL.8	(Not applicable to literature)	ELA.7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	ELA.7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.7.RL.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.7.RI.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 7 Writing (ELA.7.W)

Text Types and Purposes

ELA.7.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims and counter/refute them, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use appropriate transitions to enhance clarity, create cohesion, and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain an appropriate style for content, purpose, and audience.
e. Provide a conclusion that follows from and supports the argument presented.

ELA.7.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain an appropriate style for content, purpose, and audience.
f. Provide a conclusion that follows from the information or explanation presented.

ELA.7.W.3 Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas, using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

ELA.7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.7.W.5 With some guidance and support, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.7.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing, interact and collaborate with others, and cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.7.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.

ELA.7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELA.7.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.7.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 7 Language (ELA.7.L)

Conventions of Standard English

ELA.7.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Produce sentences using correctly placed clauses and phrases.
b. Demonstrate appropriate use of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

ELA.7.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

a. Use a comma to separate coordinate adjectives.
b. Spell correctly.

Knowledge of Language

ELA.7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

ELA.7.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.

a. Use context as a clue to the meaning of a word or phrase.

b. Use concrete but more abstract, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase.

ELA.7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including but not limited to irony, in context.
b. Use the relationship between words to improve understanding.
c. Distinguish among the connotations of words with similar denotations.

ELA.7.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 Speaking and Listening (ELA.7.SL)

Comprehension and Collaboration

ELA.7.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify personal views.
e. Evaluate the effectiveness of the discussion.

ELA.7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.

ELA.7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

ELA.7.SL.4 Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELA.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of 7th-grade-level language conventions when indicated or appropriate.

Grade 8

Grade 8 Reading Foundational Skills (ELA.8.RF)

Phonics and Word Recognition skills are embedded within RL.4, RI.4, RL.10, RI.10, L.4 and L.6 standards for grades 6-8. See standards guidance for further information.

Fluency

ELA.8.RF.1 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

a. Read text with purpose and understanding.
b. Read text orally with sufficient accuracy, rate, and appropriate expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 8 Reading Literature / Informational Text (ELA.8.RL / ELA.8.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.8.RL.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	ELA.8.RI.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Provide an evidence-based summary of the text.	ELA.8.RI.2	Determine central ideas of a text and analyze how they are developed through relationships between key details, citing textual evidence, paraphrasing, or summarizing.

ELA.8.RL.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	ELA.8.RI.3	Analyze how an author uses comparisons, analogies, or categories to make connections among and distinctions between ideas over the course of a text.

Craft and Structure

Reading Literature		Reading Informational	
ELA.8.RL.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELA.8.RI.4	Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.8.RL.5	Compare and contrast the structure of two or more texts and analyze how each author's structural choices--shaped by their perspective or bias--contribute to the meaning and style of the texts.	ELA.8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences and how they shape how ideas are organized and presented, how they guide a reader's understanding, and how they develop the ideas and refine key concepts.
ELA.8.RL.6	Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	ELA.8.RI.6	Determine an author's background, perspective, bias, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs	ELA.8.RI.7	Evaluate the advantages and disadvantages of using different

	from the text or script, evaluating specific choices made by the director or actors.		mediums to present a particular topic or idea.
ELA.8.RL.8	(Not applicable to literature)	ELA.8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	ELA.8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.8.RL.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.8.RI.10	Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 8 Writing (ELA.8.W)

Text Types and Purposes

ELA.8.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish opposing claim(s), and counter/refute them, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use appropriate transitions to enhance clarity, create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain an appropriate style for content, purpose, and audience.
e. Provide a conclusion that follows from and supports the argument presented.

ELA.8.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information, and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain an appropriate style for content, purpose, and audience.
f. Provide a conclusion that follows from the information or explanation presented.

ELA.8.W.3 Compose narratives and use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.

ELA.8.W.5 With some guidance and support, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.8.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing, present the relationships between information and ideas efficiently, interact and collaborate with others, and cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.8.W.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources, and generating additional related, focused questions for multiple avenues of exploration.

ELA.8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELA.8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

ELA.8.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 Language (ELA.8.L)

Conventions of Standard English

ELA.8.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Explain the function of verbals in general and their function in particular sentences.
b. Form and use verbs in the active and passive voice.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood

ELA.8.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

a. Use punctuation to indicate a pause or break.
b. Use an ellipsis to indicate an omission.
c. Spell correctly.

Knowledge of Language

ELA.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Vocabulary Acquisition and Use

ELA.8.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content.

a. Use context as a clue to the meaning of a word or phrase.
b. Use less common and more abstract, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
c. Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase.

ELA.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including but not limited allusions, in context.
b. Use the relationship between particular words to better understand each of the words.
c. Distinguish among the connotations of words with similar denotations.

ELA.8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Speaking and Listening (ELA.8.SL)

Comprehension and Collaboration

ELA.8.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.
e. Evaluate the effectiveness of the discussion.

ELA.8.SL.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

ELA.8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

ELA.8.SL.4 Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details. Use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELA.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 9-10

Grade 9-10 Reading Literature / Informational Text (ELA.9-10.RL / ELA.9-10.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.9-10.RL.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.	ELA.9-10.RI.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.9-10.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Provide an evidence-based summary.	ELA.9-10.RI.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary.
ELA.9-10.RL.3	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text. In your analysis, consider the interaction with other	ELA.9-10.RI.3	Analyze how the author crafts an analysis or series of ideas or events in a text and include the order in which the points are made, how they are introduced and developed, and the

	characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.		connections that are drawn between them.

Craft and Structure

Reading Literature		Reading Informational	
ELA.9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning and tone.	ELA.9-10.RI.4	Determine and analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and evaluate how specific word choices shape meaning, tone, and credibility.
ELA.9-10.RL.5	Analyze the structural choices the author makes to advance the plot or theme, manipulate time, and situate the events within their social, cultural, and/or historical context. In your analysis, consider the author's choices regarding structural elements such as the order of events, pacing, repetition, and overall structural framework.	ELA.9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text, evaluating their contribution to clarity, coherence, and persuasiveness.
ELA.9-10.RL.6	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.	ELA.9-10.RI.6	Determine an author's background, perspective, bias, and/or purpose in a text and analyze how an author uses rhetoric and evidence to advance that perspective or purpose.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational

ELA.9-10.RL.7	Compare and contrast the representation of a subject or a key scene in multiple artistic mediums, including what is emphasized or absent in each.	ELA.9-10.RI.7	Analyze various accounts of a subject told in diverse formats and media, evaluating how each emphasizes different details, perspectives, or interpretations.
ELA.9-10.RL.8	(Not applicable to literature)	ELA.9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; identify false statements, bias, and fallacious reasoning.
ELA.9-10.RL.9	Analyze how an author alludes to the themes or topics from another source.	ELA.9-10.RI.9	Analyze documents of historical, cultural, and/or literary significance, including how they address related themes and concept.

Range of Reading and Level of Text Complexity

Reading Literature		Reading Informational	
ELA.9-10.RL.10	Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts.	ELA.9-10.RI.10	Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.

Grade 9-10 Writing (ELA.9-10.W)

Text Types and Purposes

ELA.9-10.W.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and organize writing to show logical relationships among claims, counterclaims, reasons, and evidence.

b. Develop and supply evidence for claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.
d. Establish a style and tone appropriate to the discipline and purpose of the writing.
e. Provide a conclusion that logically follows from and reinforces the argument presented.

ELA.9-10.W.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
b. Develop the topic with relevant, credible, and sufficient evidence, such as facts, extended definitions, concrete details, quotations, data, and examples drawn from a range of reliable sources and perspectives.
c. Use purposeful and varied transitions and organizational structures to link the ideas and sections of the text, strengthen cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience.
f. Provide a conclusion that logically follows from and reinforces the information or explanation presented.

ELA.9-10.W.3 Compose narratives and use narratives strategically and in other modes of writing, utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

a. Engage and orient the reader by introducing a problem, situation, or observation, establishing one or multiple points of view or perspectives, and introducing a narrator and/or characters, while creating a clear and purposeful progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of sequencing techniques to ensure events build logically toward a coherent narrative whole.

d. Use precise words and phrases, showing details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.

Production and Distribution of Writing

ELA.9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience.

ELA.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience.

ELA.9-10.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.9-10.W.7 Conduct short as well as more comprehensive research projects to answer questions or solve problems, including self-generated inquiries; refine, narrow, or broaden the inquiry when appropriate; synthesize information from multiple credible sources on the subject, to demonstrate deep understanding of the subject under investigation.

ELA.9-10.W.8 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELA.9-10.W.9 Draw and cite relevant and credible evidence from literary and informational texts to support analysis, reflection, and research, demonstrating clear connections between evidence and claims or conclusions.

Range of Writing

ELA.9-10.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences, including research-based, analytical, reflective, and creative writing, allowing time for planning, drafting, reflection, and revision.

Grade 9-10 Language (ELA.9-10.L)

Conventions of Standard English

ELA.9-10.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Use parallel structure.

b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

ELA.9-10.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

a. Use a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation or to present information related to the sentence's first clause.
c. Spell correctly.

Knowledge of Language

ELA.9-10.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning, style, and audience.

Vocabulary Acquisition and Use

ELA.9-10.L.4 Choose flexibly from an array of strategies to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

a. Use context as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
c. Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase.
e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

ELA.9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

ELA.9-10.L.6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 9-10 Speaking and Listening (ELA.9-10.SL)

Comprehension and Collaboration

ELA.9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Collaborate with peers to foster civil, inclusive, and democratic discussions and decision-making, set clear goals and deadlines, and define individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify one's own views and understanding and make new connections in light of the evidence and reasoning presented.
e. Evaluate the effectiveness of the discussion.

ELA.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

ELA.9-10.SL.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

ELA.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task. Use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.9-10.SL.5 Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.

ELA.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 11-12

Grade 11-12 Reading Literature / Informational Text (ELA.11-12.RL / ELA.11-12.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.11-12.RL.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	ELA.11-12.RI.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.	ELA.11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
ELA.11-12.RL.3	Identify and analyze the impact of the author's choices on the development of a literary text.	ELA.11-12.RI.3	Analyze a complex set of ideas or sequence of events, and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.

Craft and Structure

Reading Literature	Reading Informational

ELA.11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.	ELA.11-12.RI.4	Determine and analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and evaluate how specific word choices shape meaning, tone, and credibility.
ELA.11-12.RL.5	Analyze how an author's structural choices in specific sections of a text shape its overall structure, meaning, and aesthetic effect.	ELA.11-12.RI.5	Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.
ELA.11-12.RL.6	Analyze how point of view and perspective are used to influence the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony, and understatement.	ELA.11-12.RI.6	Determine an author's background, perspective, bias, and/or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes to the text.

Integration of Knowledge and Ideas

Reading Literature		Reading Informational	
ELA.11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	ELA.11-12.RI.7	Integrate and evaluate multiple sources of information presented in diverse media or formats to address a question or solve a problem, evaluating how each emphasizes different details, perspectives, or interpretations.
ELA.11-12.RL.8	(Not applicable to literature)	ELA.11-12.RI.8	Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.

ELA.11-12.RL.9 Examine a range of texts within the same time periods by authors from around the world, including analyzing how two or more texts from the same period treat similar themes or topics from multiple perspectives.	ELA.11-12.RI.9 Analyze documents of historical, cultural, and/or literary significance from around the world for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.11-12.RL.10 Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts, including stories, dramas, and poems.	ELA.11-12.RI.10 Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.

Grade 11-12 Writing (ELA.11-12.W)

Text Types and Purposes

ELA.11-12.W.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, well-informed claim(s); establish the significance of the claim(s); distinguish them from alternate or opposing claims; and organize writing so that claims, counterclaims, reasons, and evidence are logically sequenced and clearly connected.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use purposeful transitions, varied syntax, and organizational structures to link sections of the text, strengthen cohesion, and clarify relationships among claims, counterclaims, reasons, and evidence.
d. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience of the writing.
e. Provide a conclusion that logically follows from and supports the argument presented.

ELA.11-12.W.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
c. Develop the topic with relevant, credible, and sufficient evidence, such as facts, extended definitions, concrete details, quotations, data, and examples drawn from a range of reliable sources and perspectives.
d. Use purposeful and varied transitions and organizational structures to link the ideas and sections of the text, strengthen cohesion, and clarify the relationships among complex ideas and concepts.
e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
f. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience.
g. Provide a conclusion that logically follows from and reinforces the information or explanation presented.

ELA.11-12.W.3 Use narratives strategically and in other modes of writing, utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

a. Engage and orient the reader by introducing a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters, while creating a clear and purposeful progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of sequencing techniques to ensure events build logically toward a coherent narrative whole.
d. Use precise words and phrases, showing details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.

Production and Distribution of Writing

ELA.11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.11-12.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELA.11-12.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Cite sources using consistent citation formatting.

Research to Build and Present Knowledge

ELA.11-12.W.7 Conduct short as well as more comprehensive research projects to answer questions or solve a problems, including self-generated inquiries; refine, narrow, or broaden the inquiry when appropriate; synthesize information from multiple credible sources on the subject, to demonstrate deep understanding of the subject under investigation.

ELA.11-12.W.8 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELA.11-12.W.9 Draw and cite relevant and credible evidence from literary or and informational texts to support analysis, reflection, and research, demonstrating clear connections between evidence and claims or conclusions.

Range of Writing

ELA.11-12.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences, including research-based, analytical, reflective, and creative writing, allowing time for planning, drafting, reflection, and revision.

Grade 11-12 Language (ELA.11-12.L)

Conventions of Standard English

ELA.11-12.L.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

a. Use parallel structure.
b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

ELA.11-12.L.2 When writing, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

a. Use a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation or to present information related to the sentence's first clause.
c. Spell correctly.

Knowledge of Language

ELA.11-12.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

ELA.11-12.L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

a. Use context as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
c. Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase.
e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

ELA.11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

ELA.11-12.L.6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 11-12 Speaking and Listening (ELA.11-12.SL)

Comprehension and Collaboration

ELA.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Collaborate with peers to foster civil, inclusive, and democratic discussions and decision-making, set clear goals and deadlines, and define individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify one's own views and understanding and make new connections in light of the evidence and reasoning presented.
e. Evaluate the effectiveness of the discussion.

ELA.11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

ELA.11-12.SL.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

ELA.11-12.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task. Use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.11-12.SL.5 Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Revised 2026 English Language Arts and Literacy Standards

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Tina Roberts (she/her)
Language Arts Education Specialist

Aujalee Moore (she/her)
Standards and HQIM Program Analyst

Angelica Cruz (she/her)
Director of Literacy

In this presentation:

- **Background & Context**
- **Engagement**
- **Overview of Proposed Revisions**
- **Next Steps**
- **Questions & Discussion**



Context for Standards Revisions and the Board's Role



- State Board adopts standards pursuant to ORS 329.045
- OAR 581-022-2030 (District Curriculum) requires districts to implement adopted standards as part of a planned K-12 instructional program
- OAR 581-022-2000 (Diploma Requirements) defines required content areas, including English Language Arts
- ELA standards must be reviewed and adopted no later than June 2026 to align with anticipated ELA instructional materials evaluation in Summer 2027

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Introduction to the Updated Standards Template

To support statewide coherence, ODE has developed a common template for adopted standards, which includes:

- Shared Expectations for Student Learning
- Vision for Equity and Excellence in Student Learning
- Content Standards Development
- Structure of Content Standards
- Coding Key*
- Introduction to the Content Area Standards

*aligned with updated coding system



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Purpose of ELA Standards



- Provide clear expectations for what each student should learn at each grade level
- Form the basis for evaluation of instructional materials
- Standards-aligned High-Quality Instructional Materials (HQIM) are the delivery vehicle to teach the standards to students [449]
- Statewide summative assessment is aligned to the standards in grades 3-8 and 11

Evolution of Oregon's English Language Arts & Literacy Standards



2010

SBE adopted Common Core State Standards (CCSS) for ELA

2019

SBE adopted revisions to include improvements in phonological and phonemic awareness standards

2023

ODE published Oregon's Early Literacy Framework

OR Legislature passed the Early Literacy Success Initiative

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2025

ODE published Oregon's Adolescent Literacy Framework

2026 (today)

ODE proposes revisions to improve alignment with Common Core State Standards and expand foundational reading skills standards in grades 4-8

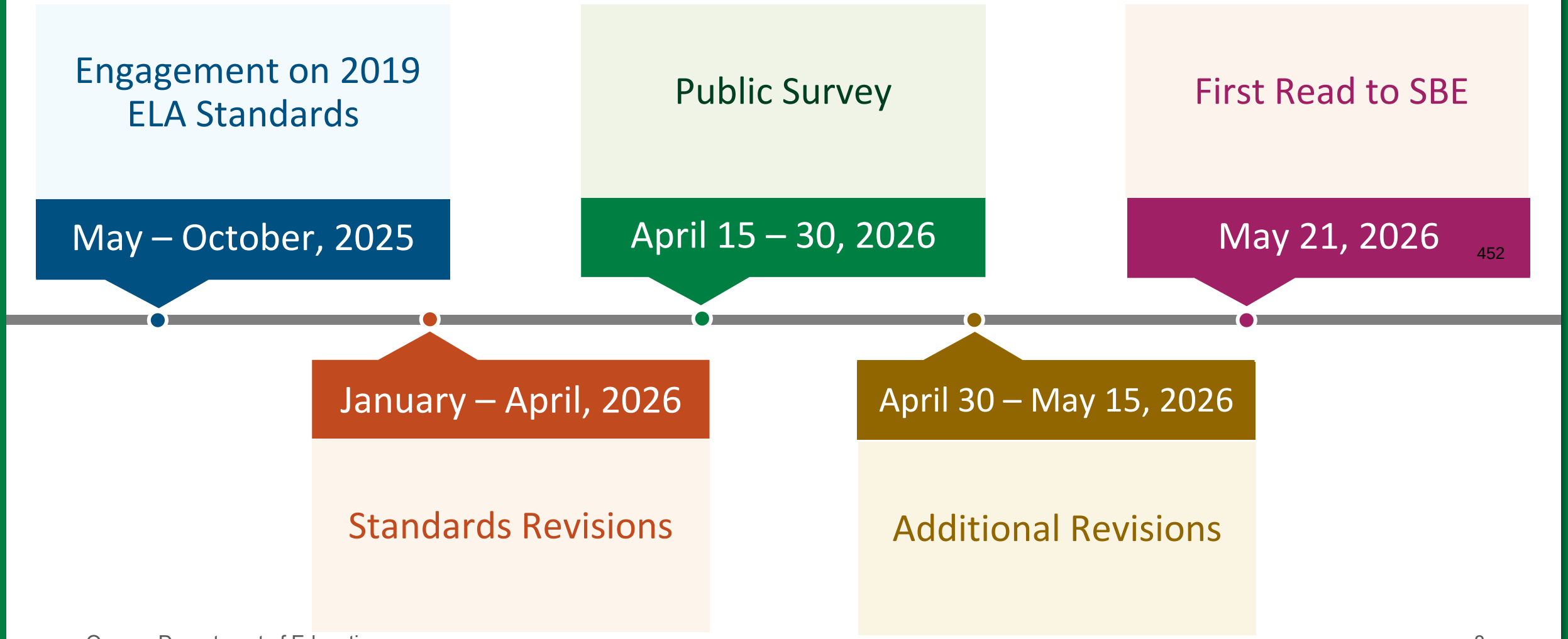
Goals of 2026 ELA Standards Review & Revision:

- Ensure alignment to **current research and national standards**
- Focus on **increasing foundational reading skills** standards
- Improve **vertical articulation** of learning progressions
- Center the **student experience**
- Prioritize **usability for teachers**

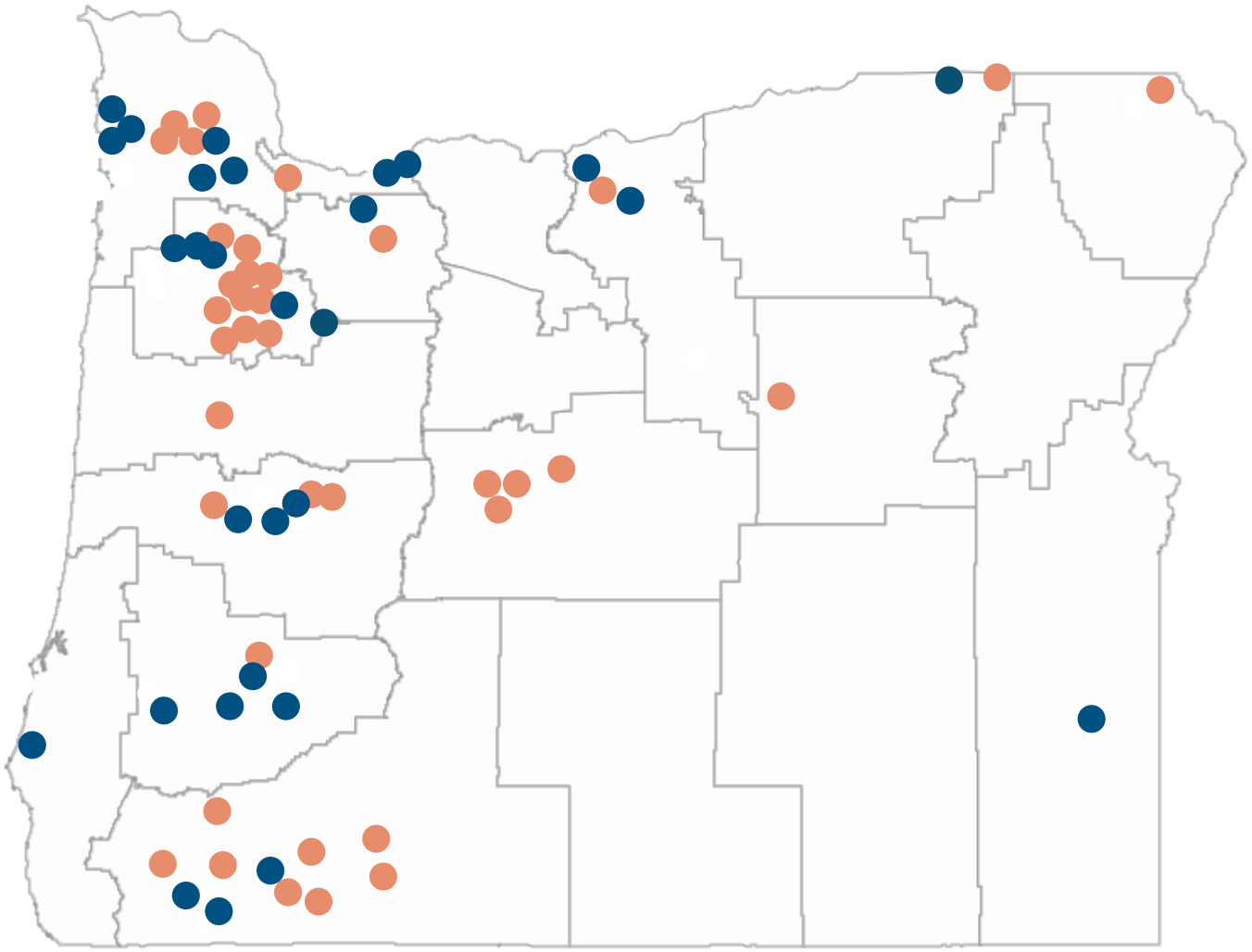


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ELA Standards Development Timeline



School / Community Partners & Public Feedback Regions



14/19 ESDs represented across all feedback received

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= Additional Public Feedback to Date

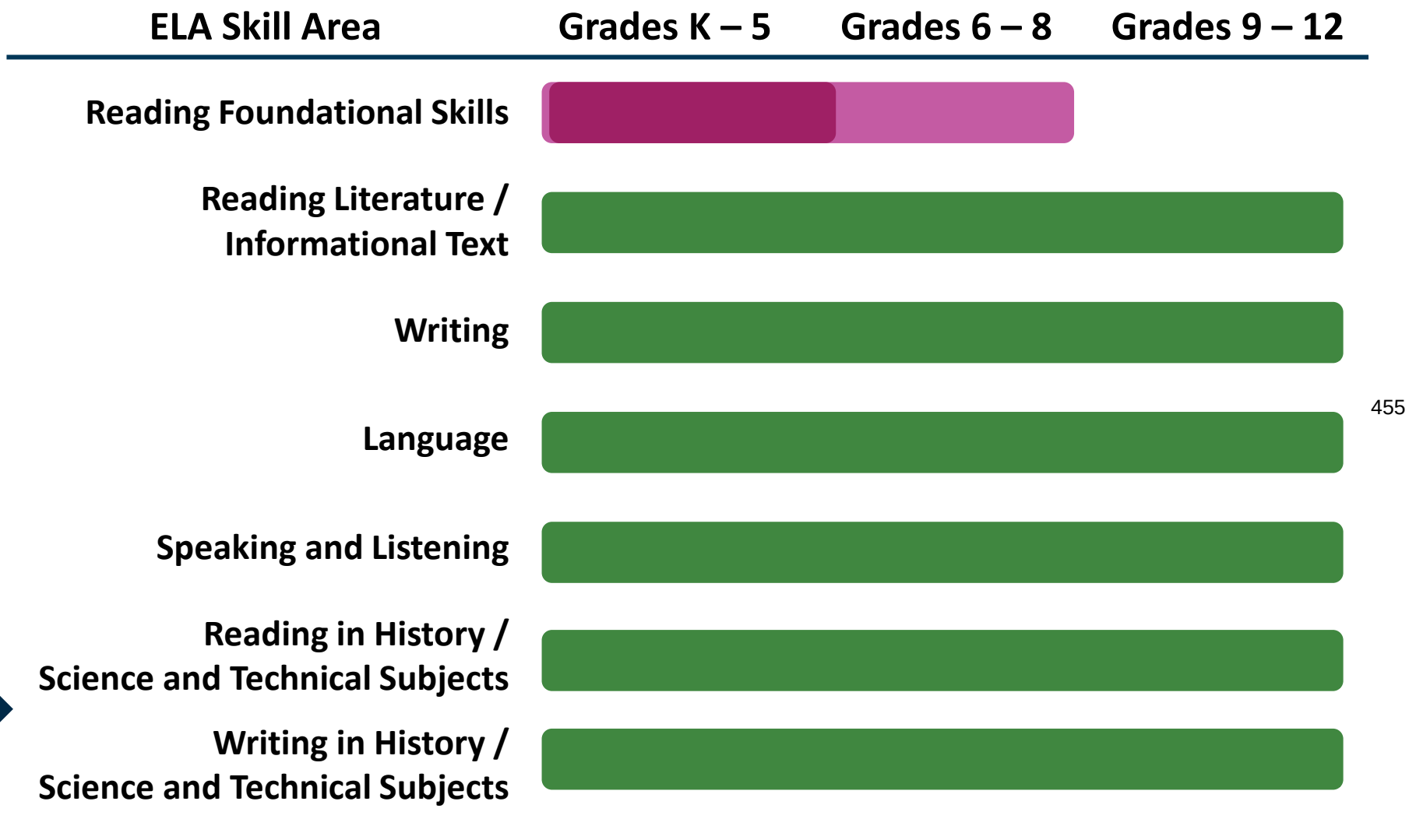
= Panel Members

School / Community Partners & Public Feedback Regions, cont'd

- Amity SD – Willamette ESD
- Beaverton SD – NW Regional ESD
- Bethel SD – Lane ESD
- Central Point SD – S. Oregon ESD
- Coquille SD – S. Coast ESD
- Fern Ridge SD – Lane ESD
- Forest Grove SD – NW Regional ESD
- Fossil SD – North Central ESD
- Gervais SD – Willamette ESD
- Gresham Barlow SD – Multnomah ESD
- Hermiston SD – InterMountain ESD
- Joseph SD – Wallowa County ESD
- Medford SD – S. Oregon ESD
- McMinnville SD – Willamette ESD
- Neah-Kah-Nie SD – NW Regional ESD
- North Clackamas SD – Clackamas ESD
- Oakland SD – Douglas ESD
- Perrydale SD – Willamette ESD
- Reynolds SD – Multnomah ESD
- Sherwood SD – NW Regional ESD
- Silver Falls SD – Willamette ESD
- South Umpqua SD – Douglas ESD
- Tillamook SD – NW Regional ESD
- Winston-Dillard SD – Douglas ESD
- Oregon Response to Instruction and Intervention
- Southern Oregon REN
- Clackamas ESD
- Douglas ESD
- High Desert ESD
- Lane ESD
- Linn Benton Lincoln ESD
- Malheur ESD
- Multnomah ESD
- North Central ESD
- NW Regional ESD
- Southern Oregon ESD
- Willamette ESD

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Overview of ELA Standards Changes



Disciplinary Literacy in the content areas

Feedback Theme: Alignment with Research & Instructional Best Practices

STRENGTHS

- Emphasis on knowledge-building and integration over isolated skills
- Further inclusion of phonics elements
- Greater explicitness in foundational reading and language skills
- Emphasis on real-world literacy practices
- Clear expectations for argumentation and evaluating credibility across texts are welcome

SUGGESTIONS

- Add *explicit* expectations at upper grade levels for multisyllabic word reading and morphological analysis
- Ensure standards align with Science of Reading and Writing
- Ensure developmental appropriateness of standards, particularly in kindergarten and other early elementary grades
- De-emphasize the use of digital tools, particularly in K-5

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Feedback Theme: Alignment with Research & Instructional Best Practices, *cont'd*

STRENGTHS

"I really value that the standards are more explicitly detailed. It feels they are much more influenced by the science of reading with the explicitness."

- MS/High School Educator

SUGGESTIONS

"There could be more explicit specifications around vocabulary at the middle school level. While… standards are present, these skills are not consistently or explicitly articulated as foundational expectations in grades 6-8."

- MS/High School Educator

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Updated K-2 Foundational Literacy Standards

Revisions to the K–2 Phonological Awareness Standards provide clearer, more consistent progression grounded in research and best practice

Revisions:

- Establishes a clear, research-based developmental sequence (K–2)
- Emphasizes essential phoneme-level skills (blending and segmenting)
- Removes lower-value tasks (e.g., rhyming, counting/pronouncing syllables)

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Grade 2 Shift and Alignment:

- Shifts to application of phonological awareness within phonics and fluency
- Removes content not aligned to Common Core State Standards

Updated and New Foundational Reading Standards Grades 4 - 8

- Reading Reimagined: 5-year research program studying how K-8 students learn to read
- Standards now include developmentally appropriate foundational reading skills standards through grade 8
- Added fluency standards in grades 6-8
- Incorporated multisyllabic word reading, word pronunciation, expanded morphology expectations in RL/RI and L standards



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Revised Digital Tools Requirements Across Writing Standards



- Removed references to digital tools/resources in K-5 writing, except for Writing Standard 6, which specifically calls on students to use digital resources to produce and publish writing
- Added print / handwriting as an option to the digital tools / resources requirement for Writing Standard 6

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Feedback Theme: Clarity, Cohesion, and Usability

STRENGTHS

- Standards are "cleaned up," "clearer," and "more concise“
- Standards are easier to interpret and to apply across multiple grade levels
- Grouping standards under conceptual headings clarifies the relationship between standards
- Improved visual appeal, particularly compared to the 2019 standards

SUGGESTIONS

- Decrease number of words in each standard
- Ensure standards can be assessed
- Reduce the number of standards
- Simplify language of standards
- Provide standards that can be applied across grade levels
- Include more guidance and definitions of terms
- Provide a crosswalk document that highlights specific changes

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Feedback Theme: Clarity, Cohesion, and Usability *cont'd*

STRENGTHS

"These look great! A cleaned-up version of the last standards. Pithy standards are best."

- *High School Educator*

"The speaking and listening standards reflect real-world and real-classroom function."

- *MS/High School Educator*

STRENGTHS

"I appreciate that the standards build on the strengths and structure of the existing 2019 standards. The instructional changes that I can see… seem unfailingly student-centered and authentic, without reducing expectations."

- *Elementary Educator*

SUGGESTIONS

"They're still a lot to digest and fully understand, especially when supporting several grade levels."

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- *Elementary Educator*

Regrouped Standards: Instructional Clarity and Alignment

- Grouped RL/RI standards and put them side-by-side under Anchor Standard domains
- Clearly illustrates the standards similarities and differences, based on text type

Kindergarten Reading Literature / Informational Text (ELA.K.RL / ELA.K.RI)

Key Ideas and Details

Reading Literature		Reading Informational	
ELA.K.RL.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from a text.	ELA.K.RI.1	With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.
ELA.K.RL.2	With prompting and support, retell familiar stories, including key details, and demonstrate understanding of the lesson learned in the story development.	ELA.K.RI.2	With prompting and support, identify the main topic and retell key details from a text.
ELA.K.RL.3	With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.	ELA.K.RI.3	With prompting and support, describe the connection between individuals, events, ideas, or pieces of information presented over the course of a text.

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Next Steps: ELA and Literacy Standards

- **May-June 2026:** ODE incorporates additional public and SBE feedback
- **June 2026:** Proposed adoption of standards at the June 2026 Board Meeting
- **July – December 2026:** Instructional Materials Evaluation Criteria Development
- **Beginning July 2026:** ODE develops guidance and learning opportunities for districts
- **Summer 2027:** ODE evaluates ELA instructional materials using revised ELA standards and updated criteria
- **Beginning in 2028-2029 School Year:** Districts implement revised ELA standards through high-quality instructional materials.



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Questions?



- Tina Roberts, Language Arts Education Specialist
- Aujalee Moore, Standards and HQIM Program Analyst
- Angelica Cruz, Director of Literacy

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Contact us at: K12.Literacy@ode.oregon.gov

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to Comprehensive School Counseling. The proposed new text is bold, and there is no text to remove.

Current Rule Link: Oregon Administrative Rule (OAR) 581-022-2060

Rule Number: 581-022-2060

Rule Title: Comprehensive School Counseling

Rule Text:

(1)(a) District Comprehensive School Counseling. Each school district shall provide a coordinated comprehensive school counseling program to support the academic, career, social-emotional, and community involvement development of each and every student. The district shall:

(b) Adopt comprehensive school counseling program goals that assist students to:

(A) Understand and utilize the educational opportunities and alternatives available to them;

(B) Meet academic standards;

(C) Establish tentative career and educational goals;

(D) Create and maintain an education plan and education portfolio;

(E) Demonstrate the ability to utilize personal qualities, education and training, in the world of work;

(F) Develop decision-making skills;

(G) Obtain information about self;

(H) Accept increasing responsibility for their own actions, including the development of self-advocacy skills;

(I) Develop skills in interpersonal relations, including the use of affective and receptive communication;

(J) Utilize school and community resources;

(K) Demonstrate and discuss personal contributions to the larger community; and

(L) Know where and how to utilize personal skills in making contributions to the community.

(2) School Comprehensive Counseling. Each school shall provide a comprehensive counseling program that serves students grades K-12, based upon the **most recent**

version of the Oregon Department of Education's Framework for Comprehensive School Counseling Programs **as adopted by the State Board of Education,** which:

(a) Identifies staff responsibilities to plan, design and deliver a comprehensive school counseling program that meets the unique needs of their students and community;

(b) Aligns with the district's school improvement plans;

(c) Assigns counseling responsibilities to the appropriate personnel;

(d) Expects all school staff to participate in implementing the comprehensive school counseling program; and

(e) Assists each student to develop, and annually review, an educational plan (a formalized plan and process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals) in grades 7-12.

(3) Counseling Staff Assignments. Each school district shall maintain a licensed staff and promote effective counseling and advising practices consistent with the district's expected comprehensive school counseling program outcomes.

(a) A coordinated comprehensive school counseling program may be designed, delivered, or otherwise implemented by:

(A) A person who is licensed by the Teacher Standards and Practices Commission as a school counselor;

(B) A person who is licensed by the Teacher Standards and Practices Commission as a school social worker; or

(C) A team consisting of a combination of staff who include one or more professionals licensed by the Teacher Standards and Practices Commission and the members of the team as a whole have professional training or experience in the following areas:

(i) Oregon's Framework for Comprehensive School Counseling Programs;

(ii) Counseling methodologies;

(iii) Social-emotional learning;

(iv) Mental and behavioral health supports;

(v) Trauma-sensitive practices;

(vi) Culturally responsive and sustaining practices;

(vii) Curriculum, instruction and assessment; and

(viii) Career development.

(b) In determining staffing for the program, the following shall be considered:

(A) Alignment with the American School Counselor Association and School Social Work Association recommended ratio of 1:250 students; and

(B) The number of aides or clerical staff assigned to support the implementation of the comprehensive school counseling program.

(c) Nothing in this section may be construed to allow a person:

(A) Who is licensed by the Teacher Standards and Practices Commission to practice outside of the scope of the person's license; or

(B) To practice within the scope of a license not held by that person.

(4) The department shall conduct a review of annual comprehensive school counseling program assessments of any district or school as part of the program evaluation and improvement process.

Statutory/Other Authority: ORS 326.051, 329.275 & ORS 329.603
Statutes/Other Implemented: ORS 326.051 & ORS 329.603
History:
ODE 18-2020, amend filed 04/23/2020, effective 04/23/2020
ODE 39-2018, amend filed 11/28/2018, effective 11/28/2018
ODE 20-2018, amend filed 06/05/2018, effective 06/06/2018
Renumbered from 581-022-1510, ODE 16-2017, f. & cert. ef. 7-5-17
ODE 19-2008, f. & cert. ef. 6-27-08
EB 18-1996, f. & cert. ef. 11-1-96

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: Comprehensive School Counseling: Technical Rule Clarification and Framework Revision Adoption
Status: First Reading
Presentation: Yes
Key Staff: Dr. Beth Wigham, Dr. Xylecia Fynn-Aikins, and Director Vanessa Martinez
Topic Summary: The Oregon Department of Education presents two aligned actions for first read: 1) a technical clarification to Comprehensive School Counseling OAR 581-022-2060 and 2) the adoption of the updated Oregon's Framework for Comprehensive School Counseling Programs.
The rule clarification names the most current State Board-adopted Framework as Oregon's statewide program standard. It does not create new program requirements or fiscal impact. It standardizes core program components while preserving local flexibility.

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?**

Comprehensive school counseling programs are coordinated, schoolwide programs that support the academic, career, and social/emotional development of each and every student. They operate at both the district and school levels and are part of Oregon's broader system of supports for student learning, belonging, well-being, postsecondary readiness, and successful transitions.

OAR 581-022-2060 establishes requirements for district and school comprehensive school counseling programs. Districts are responsible for providing a coordinated comprehensive school counseling program, while schools are responsible for providing a comprehensive program that serves students in grades K-12 and aligns with Oregon's Framework for Comprehensive School Counseling Programs.

The updated Framework describes what high-quality comprehensive school counseling programs include and what they are designed to accomplish for students and school

communities. It organizes statewide expectations through four core components, Define, Manage, Deliver, and Assess, and supports districts and schools in aligning program goals, student standards, staffing considerations, tiered services, student data, and district's school improvement plans.

Ultimately, comprehensive school counseling programs serve students by helping ensure that social/emotional, academic, and career supports are proactive, coordinated, data-informed, and accessible through a schoolwide program rather than delivered only through isolated or reactive services.

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?**

   The specific rule before the Board is Comprehensive School Counseling OAR 581-022-2060. Relevant authority includes ORS 326.051, ORS 329.275, and ORS 329.603. ORS 329.603 establishes the requirement for a coordinated comprehensive school counseling program and identifies who may design, deliver, or otherwise implement a coordinated comprehensive program, including a TSPC-licensed school counselor, a TSPC-licensed school social worker, or a combination of qualified persons as determined by State Board rule. OAR 581-022-2060 establishes district and school comprehensive school counseling program requirements, including program goals, school-level program expectations, counseling staff assignments, and program assessment.

   The rule is prescriptive in requiring districts and schools to provide comprehensive school counseling programs and in establishing core program expectations. It also provides flexibility by allowing districts and schools to determine how to design, deliver, implement, and improve programs based on student and community needs, staffing models, and local context. The proposed technical clarification preserves that flexibility while improving alignment with the most current State Board-adopted Framework.

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

   OAR 581-022-2060 was amended in 2019 to identify TSPC-licensed personnel and a team approach for designing, delivering, and implementing a coordinated comprehensive school counseling program while preserving professional scope-of-license and practice boundaries. The rule history also reflects amendments filed in 2020, 2018, and earlier rule actions. This current technical clarification is to ensure the rule clearly points to the most current State Board-adopted Framework for Comprehensive School Counseling Programs. The Framework was last updated and adopted in 2018. The revised Framework draft is now being presented to the State Board for adoption.

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

Oregon's Framework for Comprehensive School Counseling Programs is being updated to reflect current research, the ASCA National Model (5th Edition), Oregon statute and rule, and statewide feedback about implementation strengths, needs, barriers, and priorities. The updated Framework provides a clearer and more coherent statewide program structure while supporting local decision-making based on student and community needs.

As the Framework is updated and brought forward for adoption, ODE identified the need for technical clarification to OAR 581-022-2060 so the rule more clearly identifies the Framework as the companion document and statewide program standard. The technical rule clarification is intended to provide a clear reference, strengthen statewide consistency, and support sustainable alignment with the most current State Board-adopted Framework.

ODE is bringing the technical rule clarification and Framework revision forward together so districts and schools receive aligned rule language and an updated statewide Framework that creates statewide coherence as they plan for local implementation. Feedback received through the engagement process was related to the Framework and implementation supports needed; ODE did not receive feedback requesting changes to the specific technical rule fix.

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: CSCP Framework Revision Panel; School Counselors; School Social Workers; Education Preparation Programs; Community and Education Partners

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?**

   The Office of Teaching, Learning, and Assessment used an engagement approach that centered the people most likely to implement, experience, support, or be affected by comprehensive school counseling programs. Engagement included the CSCP Framework Revision Panel, youth, school counselors, school social workers, district and school leaders, ESDs, education preparation programs, parents and caregivers, ODE staff, TSPC and OHA partners, student success plan and community partners, and statewide survey participants.

   The engagement strategy intentionally combined deep technical review with broader experience-based feedback. The Framework Revision Panel provided sustained drafting and revision input through 12 meetings, four work groups, ODE core team review, technical consultation, and copy editing. Statewide survey and focus group feedback then helped test clarity, implementation readiness, role clarity, regional needs, student experience, and potential unintended consequences.

   The Equity Decision Tree informed the decision to seek feedback beyond those most familiar with traditional school counseling language. Engagement with youth, school social workers, school counselors, LGBTQ2SIA+ partners, small and rural district partners, and other system partners surfaced important equity considerations, including inequitable access to counseling supports, the need for clearer and more inclusive communication, the importance of belonging and student identity, and the need for implementation resources that work in districts with different staffing and resource levels.

   This engagement influenced the Framework revisions and implementation planning by strengthening language around statewide program consistency with local flexibility, student-centered and multidisciplinary supports, data-informed continuous improvement aligned to district's school improvement plans, role clarity, focal student groups, and differentiated implementation supports. The technical rule clarification supports equity by ensuring the OAR clearly points districts and schools to the most current Framework.

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 the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**

   ☒ No

   ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below

☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

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 (DELC; 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.

   This item intersects with the Teacher Standards and Practices Commission because the rule references personnel licensed by TSPC, including school counselors and school social workers, and includes language preserving professional scope-of-license and practice boundaries. TSPC has been involved in the CSCP Framework Revision Panel work to support alignment between the updated Framework, TSPC rules, and Oregon's licensed personnel requirements.

   The proposed rule clarification does not change licensure requirements or authorize any person to practice outside the scope of a license held by that person. Instead, it clarifies how comprehensive school counseling programs may be designed, delivered, or implemented by appropriately licensed counseling staff and teams.

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: American School Counselor Association - National

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

ODE intentionally gathered broad and focused input through the Framework Revision Panel, statewide surveys, youth engagement, and focus groups to reflect Oregon's diverse school communities, staffing contexts, and implementation realities. Statewide survey responses included regional representation from Central Oregon (11.3%), Columbia Gorge (5.6%), Eastern Oregon (5.6%), Oregon Coast (8.5%), Portland Metro (38%), Southern Oregon (2.8%), and Willamette Valley (28.2%).

Comprehensive school counseling programs are required for each district and school, and implementation looks different across the state. Feedback from small and rural district partners emphasized the need for context-specific resources. Feedback from across regions elevated needing advocacy tools that help counseling staff communicate program value to leaders, and evidence-based examples for tiered service delivery. Including geographic perspectives helped ODE identify where statewide consistency is needed and where differentiated implementation supports will be important.

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?**

Engagement and statewide survey analysis surfaced several consistent themes. Participants generally found the Framework clear and promising, particularly because it creates statewide program consistency while preserving local flexibility. At the same time, participants emphasized that districts and schools will need implementation guidance, practical tools, professional learning, and differentiated support to move from Framework language to local practice.

Respondents identified staffing, funding, and workforce capacity as primary implementation challenges. They also emphasized that district and building-level leadership will be critical to implementation because leaders influence staffing, scheduling, role expectations, use of time, data routines, and whether comprehensive school counseling is treated as a schoolwide integrated program rather than an individual position or a reactive service.

Role clarity was both a support need and a policy-challenge area. School social work engagement highlighted that some school social workers did not initially see themselves represented in the title, communications, or engagement invitations, even when the Framework content included school social workers and counseling staff. Participants asked ODE to communicate more explicitly that school social workers are part of this work, to include building-level expertise, and to support collaboration among school counselors, school social workers, school psychologists, school-based mental health partners, and other staff who contribute to whole-student supports.

Youth engagement reinforced that counseling supports matter, but students experience varying opportunities for access. Students described the need for more proactive check-ins, more

consistent future planning, stronger belonging and inclusion, and support for stress, personal challenges, and mental health needs. LGBTQ2SIA+ engagement emphasized the need to explicitly name and protect focal student groups, attend to student identity and safety, and connect social/emotional development, mental health, advocacy, and restorative practices in the Framework and implementation guidance.

Differences in opinion were addressed by balancing several tensions: statewide consistency and local flexibility; aspirational vision and resource realities; role clarity and team-based implementation; accountability and compliance burden; universal access and actual capacity; and language that serves all students while explicitly naming focal student groups where needed. Feedback did not require a change to the specific technical rule fix. Instead, it informed Framework revisions, more explicit communication about roles and staffing considerations, and the planned implementation guidance and resources that will follow.

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 will present the proposed technical rule clarification to the Ongoing Rules Community Advisory at the May 7, 2026 and June 4, 2026 meetings. The item will come before the State Board of Education for first read on May 21, 2026 and second read and/or vote on June 18, 2026. ODE will continue to gather and review public comment and education partner feedback through the rulemaking and Framework feedback process.

ODE is also developing Framework implementation guidance, communications, professional learning, and technical assistance to support local implementation. Based on engagement feedback, ODE will prioritize clear and inclusive communication for school counselors, school social workers, other counseling staff, building administrators, districts, ESDs, and other educational partners. Additional implementation supports will include differentiated resources for small, rural, and remote districts and guidance that connects to roles, license scope, staffing considerations, student-centered supports, data use, and continuous improvement.

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.

This rule update is not expected to create a fiscal impact on districts, education service districts, community-based organizations, or the nine federally recognized tribes. The proposed rule revision is a technical clarification and does not create new program requirements. It improves clarity and alignment between OAR 581-022-2060 and the updated Framework for Comprehensive School Counseling Programs.

Districts and ESDs may experience limited administrative impact as they review the updated Framework, communicate expectations, examine local comprehensive school counseling program alignment, and update their programs. This may include reviewing local program goals, staffing considerations, delivery of services, curriculum for the adopted student standards, student data practices, program assessment and improvement routines, and role-specific responsibilities. These activities are already connected to the existing comprehensive school counseling program expectations and do not create new rule requirements.

Engagement feedback suggests that administrative burden can be reduced through clear implementation guidance, statewide professional learning, practical templates, sample tools, and differentiated technical assistance, especially for small, rural, remote, and resource-constrained districts.

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?**

These rules are not expected to create a fiscal or administrative impact on state agencies, units of local government, or the public. The proposed revision is not expected to increase costs associated with compliance for small businesses. ODE will provide communications, implementation guidance, technical assistance, and professional learning to support statewide understanding and implementation of the updated Framework.

EQUITY IMPACT ANALYSIS

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 supports clearer statewide expectations for comprehensive school counseling programs that serve each and every student. By aligning OAR 581-022-2060 with the updated

Framework, the rule clarification helps ensure districts and schools use the most current statewide program standard for coordinated social/emotional, academic, and career supports.

This clarity is especially important for students and families experiencing inequitable access, opportunity, or outcomes. Statewide engagement and youth feedback showed that students value counseling supports, but access and experiences are not always equitable or consistent. Students asked for more proactive check-ins, more consistent future planning, stronger belonging and inclusion, and more support for stress, personal challenges, and mental health needs.

The updated Framework strengthens equity by describing comprehensive school counseling as a program for every student, centering student identity and belonging, connecting social/emotional growth to academic and career readiness, using student data to identify barriers and focal student group needs, and emphasizing families, Tribal Education Leaders, school-based mental health and health centers, and business industry and community partners as collaborators. Clearer expectations and stronger implementation support can help reduce inequitable access to services, supports, and opportunities across Oregon schools.

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

Board action will support school district employees by making comprehensive school counseling program expectations clearer, align district's improvement efforts to program goals, and coherently integrate program services as part of the student success system they already have in place. The technical rule clarification points districts to the most updated Framework, and the Framework clarifies program components, student data indicators, counseling staff and team-based implementation, and scope-of-license and practice boundaries based on statute and rules.

This clarity can support more coherent local decision-making and reduce confusion about who contributes to comprehensive school counseling programs and how responsibilities can be coordinated. Engagement with school social workers highlighted that inclusive communication, explicit naming, and meaningful involvement of building-level practitioners are important to collaboration and professional dignity. For school counselors, school social workers, administrators, school-based mental health partners, and other staff contributing to student supports, clearer expectations can support stronger collaboration, more appropriate use of professional expertise, and more consistent student-centered services.

Implementation guidance will be important to help districts apply the Framework in ways that honor role-specific preparation and licensure while supporting multidisciplinary and system-wide collaboration around whole-student needs.

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?

In the short term, Board action is expected to improve clarity and coherence between OAR 581-022-2060 and Oregon's updated Framework for Comprehensive School Counseling Programs. It will give districts and schools a current statewide reference point for program expectations, program components, staffing considerations, tiered supports, student data, and continuous improvement.

In the short term, ODE also expects increased need for communication, professional learning, and technical assistance. Engagement feedback indicates that districts and schools will need practical implementation tools, role clarification guidance, data and assessment examples, templates, leadership-facing resources, and differentiated supports for small, rural, remote, and resource-constrained contexts.

Over the long term, Board action is expected to support more consistent implementation of comprehensive school counseling programs across Oregon while preserving local flexibility. Clearer statewide expectations and implementation supports can have a cumulative positive effect on students, families, educators, districts, and Oregon's school systems by strengthening access to coordinated social/emotional, academic, and career supports; supporting belonging and well-being; improving future planning and transitions; and making program quality and student outcome improvements over time.

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

Without Board action, OAR 581-022-2060 would remain less clearly aligned with the updated Framework for Comprehensive School Counseling Programs. Districts and schools could continue to experience confusion about the relationship between the rule, the Framework, local program expectations, staffing considerations, team-based implementation, and program assessment.

In the short term, inaction would make communication and implementation of the updated Framework more difficult. Over time, lack of clarity could contribute to inconsistent local interpretation, unequitable implementation, and continued variability in student access to social/emotional, academic, career, and mental health-related supports.

Students and families would be most directly affected by inconsistent program access and implementation. School counselors, school social workers, administrators, districts, ESDs, and education partners would also experience consequences through less coherent guidance, less consistent role clarity, and reduced ability to align local practices to a current statewide program standard.

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 proposed changes are included in the attached accessible rule draft for Comprehensive School Counseling OAR 581-022-2060 and the updated draft of Oregon's Framework for Comprehensive School Counseling Programs.

The proposed rule revision is a technical clarification to improve readability, clearly identify the Framework as the companion document and statewide program standard, and ensure the rule references the most current State Board-adopted version of the Framework. The rule technical clarification does not create new program requirements, change licensure requirements, or expand professional scopes of practice.

The updated Framework defines Oregon's statewide comprehensive school counseling program structure, including the Define, Manage, Deliver, and Assess components. It reflects current research, ASCA National Model updates, Oregon statute and rules, and statewide engagement feedback. It strengthens program clarity, student-centered delivery, role clarity, staffing considerations, and data-informed improvement, while allowing local decision-making based on student and community needs.

The key decisions before the Board are whether to move forward the proposed: 1) technical rule clarification to OAR 581-022-2060 and 2) adoption of the updated Oregon's Framework for Comprehensive School Counseling Programs.

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 language is responsive to feedback gathered throughout the CSCP Framework update process. Engagement participants asked for clearer and more coherent program expectations, statewide consistency with local flexibility, role clarity, practical implementation supports, and attention to the realities of staffing, funding, workforce capacity, and leadership conditions in districts and schools.

The updated Framework responds by clarifying the statewide program components, naming student-centered and multidisciplinary supports, identifying how counseling staff expertise can be coordinated within role and scope, strengthening data-informed planning and continuous

improvement, and pointing toward guidance, tools, professional learning, and technical assistance for local implementation.

The proposed language aligns with the Board's Mission, Vision, and Values by supporting programs designed to serve each and every student through coordinated social/emotional, academic, and career supports. It advances equity by strengthening clarity, using data to identify and address barriers, improving consistency of access across Oregon, and supporting local implementation flexibility that honors student identity, belonging, family and community partnerships, and future readiness.

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 Office of Teaching, Learning, and Assessment recommends that the State Board move forward the proposed technical rule clarification for Comprehensive School Counseling OAR 581-022-2060 and the updated Oregon's Framework for Comprehensive School Counseling Programs for adoption at second read.

This recommendation reflects the Department's commitment to academic excellence by supporting comprehensive school counseling programs that help students access academic planning, standards-aligned learning, career development, and postsecondary readiness supports. It reflects belonging and wellness by clarifying expectations for coordinated social/emotional, mental health-related, academic, and career supports that are proactive, culturally sustaining, trauma-informed, and connected to student identity and belonging. It reflects shared accountability by strengthening alignment between rule, Framework, guidance, local implementation, student data, program assessment, and continuous improvement.

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.

OREGON DEPARTMENT OF EDUCATION

Oregon's Framework for Comprehensive School Counseling Programs

A Student-Centered, Coordinated Approach for School Counselors, School Social Workers, and Other Counseling Staff



Third Edition | Adopted June 2026

Acknowledgements

Special acknowledgement and appreciation to the CSCP Framework Revision Panel, ODE's Core Team and Technical Consultants, and statewide educational and community partners for contributing to this updated edition.

Permission was received to develop Oregon's Framework for Comprehensive School Counseling Programs (3rd Edition) by integrating essential components of Oregon's previous Framework (2nd Edition), the American School Counselor Association (ASCA) National Model (5th Edition), and relevant Oregon statutes and rules. When citing this document, please use the following reference:

"Oregon Department of Education. (2026). *Oregon's framework for comprehensive school counseling programs* (3rd ed.). Adapted from The ASCA National Model: *A framework for school counseling programs* (5th ed.), American School Counselor Association, 2025."

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Introduction to Oregon's Framework for Comprehensive School Counseling Programs

Oregon is committed to ensuring that every student experiences high-quality learning and leaves school prepared for a rapidly changing world. Oregon's vision for education, defined in ORS 329.015, sets clear expectations for what a quality education must accomplish from pre-kindergarten through grade 12:

- Equip students with academic and career skills, and the information needed to pursue the future of their choice through rigorous learning and career readiness.
- Provide an environment that motivates serious scholarship, offers meaningful opportunities to apply knowledge and skills, and supports students in demonstrating achievement.
- Build the skills and dispositions students need to continue learning and contributing to their communities throughout their lives in an ever-changing world.
- Prepare students for successful transitions to the next phase of their educational development.

In short, schools are charged with ensuring that each student graduates ready to achieve, thrive, and contribute as learners, workers, family members, and community members. Comprehensive school counseling programs are a vital part of that promise. They cultivate the conditions for learning and belonging by providing developmental, preventive, and responsive supports through a broader student support system (e.g., school mental health services, multi-tier and multi-domain supports, Tribal Education Leaders, and community-based partnership) that remove barriers, expand opportunity, and help students connect learning to future goals.

Comprehensive school counseling supports successful transitions by ensuring every student has opportunities to build, practice, and apply critical social/emotional, academic, and career readiness knowledge and skills. These enable students to navigate change, build healthy relationships, make informed decisions, and contribute meaningfully to their communities, today and in the future.



Purpose

To advance Oregon's educational goals and strengthen shared accountability for student outcomes, Oregon's Framework for Comprehensive School Counseling Programs establishes a statewide vision, common expectations, and program standards for high-quality comprehensive school counseling. The Framework supports program design, implementation, and continuous improvement while preserving local decision-making and alignment to district and school improvement priorities.

Developed to meet the needs of an ever-changing world, the Framework has been revised to provide a coherent statewide approach aligned to the ASCA National Model (5th Edition) and to Oregon statute and rule updates for comprehensive school counseling. It clarifies a shared vision and mission for comprehensive school counseling across Oregon while recognizing that implementation will look different across districts based on local contexts, staffing, resources, funding, and access to services.

At its core, comprehensive school counseling in Oregon is a program for every student, not a service for some. High-quality programs are data-informed, culturally sustaining, trauma-informed, systemic, evidence-based, and proactive by design. They improve learning conditions, support student transitions across grade levels, and strengthen readiness for postsecondary education, training, and career pathways.

The Framework reinforces shared commitments across Oregon for:

- universal access and belonging by ensuring all students benefit from comprehensive programming.
- whole-student success by supporting social/emotional well-being and mental health, academic growth, and career development in integrated, developmentally appropriate ways.
- high-quality with local flexibility by maintaining essential components statewide while honoring local context, strengths, and student and community priorities.
- systems that reduce barriers and expand opportunity by positioning comprehensive school counseling as an integral educational function that improves conditions for learning and supports student thriving.



How to Read This Framework

Oregon's Framework for Comprehensive School Counseling Programs describes a student-centered, coordinated approach that brings the strengths and expertise of TSPC-licensed school counselors, TSPC-licensed school social workers, and other counseling staff (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) and student support partners together to improve student academic outcomes, belonging and mental wellness, and career and future success. In alignment with Oregon statute and rules, the Framework is intended to strengthen program services and supports through a coordinated student success system within a multi-tiered and multi-domain approach.



Oregon Comprehensive School Counseling Policies & Staffing



Oregon Revised Statute (ORS) 329.603 provides the basis for every student to be served by a coordinated comprehensive school counseling program. The program supports the social/emotional, academic, and career development of each student and their involvement as a community member. As outlined in statute, a coordinated comprehensive program may be designed, delivered, or otherwise implemented by:

- a person who is licensed by the Teacher Standards and Practices Commission as a school counselor;
- a person who is licensed by the Teacher Standards and Practices Commission as a school social worker; or
- any combination of persons qualified to implement the program, as determined under rules adopted by the State Board of Education.

The State Board of Education adopted program and counseling staff requirements for coordinated programs in Oregon Administrative Rule (OAR) 581-022-2060. The OAR provides the foundation for every school district to have a comprehensive school counseling program. It requires each school to provide a comprehensive counseling program to every student based on Oregon's Framework for Comprehensive School Counseling Programs and outlines program expectations and outcomes for students.

The rule requires districts to maintain TSPC-licensed staff with the professional training and experience necessary to design, deliver, and implement comprehensive school counseling programs and to promote effective counseling and advising practices aligned to program outcomes. ODE provides further technical clarification in ODE's District Guidance on School Counseling Program Personnel Requirements and FAQ Companion Guide.

Oregon policies provide districts with staffing flexibility in how comprehensive school counseling programs are implemented. Within that flexibility, districts can determine who are the professionally trained TSPC-licensed counseling staff to lead the design, coordination, and continuous improvement of the comprehensive school counseling program. Other TSPC-licensed professionals and counseling staff (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) may contribute to the multidisciplinary team approach through the delivery of services and supports that align with their role, preparation, and scope of license. Students benefit from the protective layers provided through a student success team approach. This ensures that each and every student has equitable access to a comprehensive school counseling program and receives high-quality wraparound services and supports that help them thrive.

Recommended
Ratio 250:1

OAR 581-022-2060 references national best-practice **recommendations for student-to-school counselor and student-to-school social worker ratio to be 250:1** to fully implement a comprehensive program that meets the needs of all their students. Building administrators may use these recommendations, along with local staffing realities and student needs, to establish priorities and expectations for services and supports in collaboration with TSPC-licensed school counselors and school social workers.

Audience



The Framework is intended to guide those who design, lead, implement, and continuously improve comprehensive school counseling programs across Oregon. It serves as a shared reference for district and school leaders, school counselors, social workers, and other counseling staff as they develop, implement, and evaluate programs aligned to school, student, and community priorities. Primary audiences include:

- **District leaders and school administrators** (e.g., superintendents, principals, assistant principals) who establish conditions for implementation through staffing, scheduling, resource allocation, and schoolwide alignment.
- **District program coordinators** who support district program design, coherence across schools, improvement planning, and alignment of curriculum and resources.
- **TSPC-licensed school counselors and TSPC-licensed school social workers** who design, deliver, implement, and continuously improve the program within the scope of their professional training, license, and assigned responsibilities.
- **Other counseling staff** (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) who deliver program services and supports as part of the multidisciplinary counseling team working within their role-specific scope and area of professional preparation.

Comprehensive School Counseling Program Benefits

Oregon's comprehensive school counseling programs strengthen student success and school communities by supporting the social/emotional, academic, and career development of every learner. These programs benefit students and families through communication about where to get help from trusted adults, receiving timely supports, and referrals to family/resource connections. Programs support educators and administrators by improving learning conditions, aligning tiered supports, and using data-driven decision-making to guide continuous improvement. Comprehensive school counseling also deepens partnerships with student success teams, advisory groups, families/caregivers, Tribal Education Leaders, and community and business partners by creating shared priorities, coordinated services, and stronger connections between school experiences and life after graduation. View Oregon's CSC Program Benefits to learn more.

Comprehensive School Counseling in Oregon



Vision Statement

Oregon's Framework Vision Statement is aligned to ODE's Education Equity Stance and ensures:

"Every student will have access to and benefit from a comprehensive school counseling program as an integrated component of their world-class, well-rounded, and equitable educational system. Students will successfully transition throughout their educational pathways to graduate career and college ready, and well prepared to meet the challenges and opportunities of the 21st century. All students participate in a rigorous school counseling core curriculum and high-quality opportunities for personalized learning and growth, supported by a comprehensive school counseling program that facilitates strategic partnerships between school, family, and the community. Students graduate as successful, lifelong learners and productive members of society, achieving their fullest potential, and making a positive difference in both local and global communities."

Mission Statement



Oregon's Framework Mission Statement describes the shared purpose and direction for all programs:

"To provide developmental and systematic support to each and every student to ensure the social/emotional, academic, and career development and achievement, and support participation in the broader community. Comprehensive school counseling programs are proactive and preventative. They enhance learning by assisting students to acquire critical skills for lifelong learning and success. Comprehensive school counseling programs embrace professional standards and model best practice in schools and districts.

Comprehensive school counseling programs provide an array of services, interventions, and supports for students. These are delivered in partnership with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute in both local and global communities."



Beliefs Statement about Comprehensive School Counseling

Comprehensive school counseling programs are a critical part of the overall educational system. The following beliefs about school counseling programs underpin Oregon's Framework.

Comprehensive school counseling programs:

- are an integral part of the total educational program of every school district in Oregon.
- define a delivery system that is comprehensive, systematic, developmental, and collaborative.
- address the social/emotional, academic, and career aspects of student development to assist learning at each grade level.
- ensure that each and every student in Oregon is provided with services and supports needed to achieve success.
- support student transitions throughout school, academic and career-related knowledge and skills toward individual achievement of diploma requirements, and preparation for next steps after high school.





Program Goals of Comprehensive School Counseling

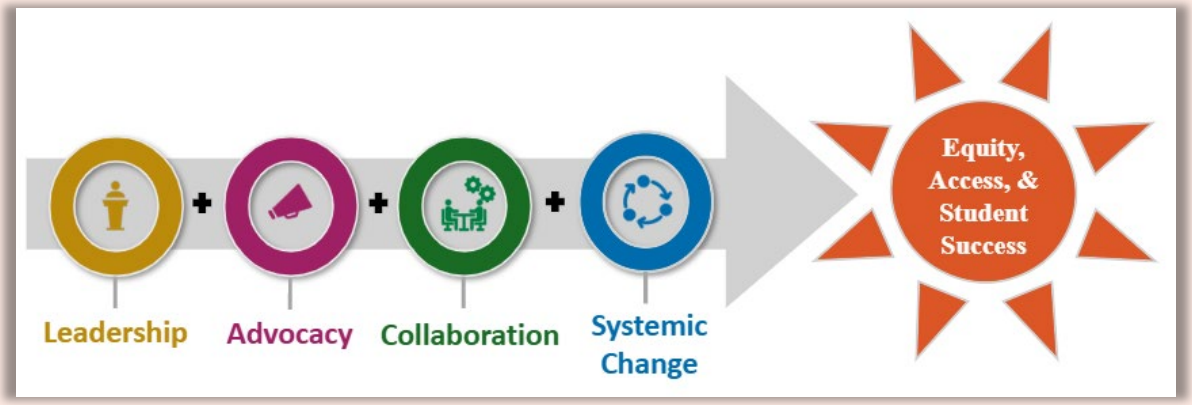
The requirements defined in Oregon Administrative Rule (581-022-2060) reflect student outcomes. Comprehensive school counseling programs develop programmatic goals that support all students to:

- understand and utilize the educational opportunities and alternatives available to them.
- meet transformative social and emotional and academic standards, as well as Oregon's Comprehensive School Counseling Student Standards.
- establish tentative career and educational goals.
- create and maintain an education plan and education portfolio.
- demonstrate the ability to utilize personal qualities, education and training in the world of work.
- develop decision-making skills.
- obtain information about self.
- accept increasing responsibility for their own actions, including the development of self-advocacy skills.
- develop skills in interpersonal relations, including the use of affective and receptive communication.
- utilize school and community resources.
- demonstrate and discuss personal contributions to the larger community.
- know where and how to utilize personal skills in making contributions to the community.

Grounded in Oregon statute, rule, and professional standards, comprehensive school counseling is shaped by how school counselors, school social workers, and counseling teams lead, collaborate, and remove barriers to opportunity. The integrated themes below describe the cross-cutting practices that show up across all four components of the Framework.

Integrated Themes and Educational Equity

Oregon's Framework integrates the four themes: Leadership, Advocacy, Collaboration, and Systemic Change, as a unified purpose to ensure equity, access, and academic success for every student by removing educational barriers. Comprehensive school counseling programs support both individual student growth and schoolwide improvement by using data, partnering with educational and community partners, and strengthening the conditions for learning and belonging.



Leadership

Leadership is an inherent function of comprehensive school counseling. It provides the structure needed to clarify program priorities, improve implementation quality, and coordinate improvement efforts across partners. Through program leadership, school counselors can deliver consistent services and supports that promote social/emotional, academic, and career development for every student.

Advocacy

Advocacy elevates student strengths and needs, while protecting their dignity, identity, safety, and access to learning. Counseling staff advocate for practices that reduce exclusionary discipline, support restorative approaches and repair of harm, and ensure students can access appropriate supports without stigma or discrimination. School counseling programs create a safe learning environment that helps students acquire and practice skills to navigate challenging life situations.

Collaboration

Comprehensive school counseling is strengthened in schools through an inclusive and collaborative multidisciplinary student success team partnership. Collaboration connects counseling staff with families, educators, administrators, Tribal Education Leaders, and community and healthcare partners to coordinate supports, align efforts, and expand learning and transition opportunities for students.

Systemic Change

Schools are interconnected systems and a direct result of unified efforts. Comprehensive school counseling supports systemic change by using student and schoolwide data to identify patterns, understand contributing conditions, and improve policies, practices, and supports over time. This approach helps schools reduce barriers, improve access, and expand opportunities for student focal groups, vulnerable populations, and student who have historically experienced systemic disparities.

Educational Equity

Oregon's comprehensive school counseling programs are guided by equity, access, and student success. Equity-centered implementation recognizes that students across K-12 schools have experiences and outcomes that are shaped by systems, policies, and learning conditions. School counselors, school social workers, and other counseling staff expand access and opportunity by engaging in culturally sustaining and trauma-informed approaches, anti-racist practices, restorative justice, ongoing reflection and learning, partnering across roles and identities, and taking purposeful action to minimize bias in interpretation, decisions, and practices. Counseling staff create conditions that honor students' identities with respect to their backgrounds, interests, and lived experiences. How adults show up in this work matters.



Program Components

Organized into the four essential components of Define, Manage, Deliver, and Assess, this Framework clarifies the common program elements and expectations while providing a shared vision that districts and schools can use to develop, strengthen, and sustain comprehensive school counseling over time. The following sections help the district and school administrators and counseling staff understand what elements are required or best practice in each component of the comprehensive school counseling program. The image below corresponds with the four components of a comprehensive school counseling program and the essential elements that support high-quality programming, implementation, and continuous improvement.



Define

The Define component establishes the foundation of Oregon's comprehensive, data-informed, and equity-centered school counseling programs. It clarifies the program's essential "what," including the knowledge, attitudes, and skills students develop through participation in the school counseling program. This is the program's focus that guides priorities, the professional standards, and program implementation.

The Define component includes the interconnected elements: Program Focus, Student Standards, Professional Standards and Competencies, and Ethical Standards. Developing this component is a collaborative process that strengthens coherence and shared ownership across the school community by ensuring:

- every student benefits through clearly defined universal supports.
- equity is intentional through purposeful attention to access and opportunity.
- coherence is maintained by aligning student needs across developmental domains with statewide priorities and local goals.

A clear Define component supports a proactive, systemic approach that is measurable, developmental, and essential to student success.



Program Focus

Program focus clarifies what the comprehensive school counseling program exists to achieve and how it contributes to student success. Districts and schools should include the program's Vision, Mission, and Belief Statements, along with Program Goals that translate commitments into measurable outcomes.



Vision Statement

A vision statement describes the future that the school counseling program seeks to create for students and the school community. It is aspirational, equity-driven, and grounded in shared beliefs, describing the outcomes the program works towards over time.

Mission Statement

The mission statement defines the purpose and direction of the comprehensive school counseling program and describes how it contributes to the school's overall mission. It centers student success across social/emotional, academic, and career development.





Belief Statement

Beliefs are established early in the program development process to anchor decisions and advocacy efforts. Clear and explicit beliefs about students, families, teachers, and the educational process are crucial in supporting student success. Creating shared beliefs requires meaningful dialogue that honors diverse perspectives and builds common commitments. These beliefs are communicated clearly to educational partners and aligned with school and district mission and vision statements. Program implementation brings these beliefs to life, while program assessment provides evidence of impact.



Program Goals

Program goals define the measurable student outcomes the school counseling program works to improve. Goals are grounded in school data and aligned to student standards and school improvement priorities. They focus on student outcomes rather than the delivery of services, and they guide action planning across instruction, advisement, counseling supports, and activities which are aimed at addressing access, opportunity, and achievement barriers for students.





Comprehensive School Counseling Student Standards

Oregon's adopted Comprehensive School Counseling Student Standards define the outcomes that school counseling programs are designed to support and measure. They guide the development, delivery, and evaluation of counseling services across K-12 systems and align with nationally recognized standards, research, and best practices. The standards describe the knowledge, skills, and attitudes students develop across three developmental domains: Social/Emotional, Academic, and Career, which are described in the Deliver component.

Counseling staff use these student standards to guide the content and delivery of services, including culturally sustaining and trauma-informed instruction, appraisal and advisement, individual student planning, and responsive services such as individual and group counseling. They also support equitable program design and help school counselors, school social workers, and other counseling staff use data to monitor progress, identify barriers to opportunity, and strengthen supports that promote student growth and achievement.

Related and Complementary Content Standards

District and state initiatives often contain educational standards for students. Counseling staff are encouraged to consider how these other content standards complement and inform the counseling program and select competencies that align with the Oregon's Comprehensive School Counseling Student Standards and program mission and goals. A couple of Oregon's content standards complement and reinforce the comprehensive school counseling student standards, including:

- Transformative Social and Emotional Learning (TSEL) Standards support identity, belonging, agency, and interconnected learning through an equity-centered approach to student development. These standards support schools in creating environments where students feel valued, empowered, and able to engage meaningfully in their education and communities. The Transformative SEL standards were developed by braiding CASEL's five social-emotional competencies, Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making, with five Transformative SEL focal constructs, Identity, Agency, Belonging, Collaborative Problem-Solving and Curiosity.
- Higher Education & Career Path Skills (HECPS) Standards reinforce postsecondary readiness through competencies such as critical thinking, communication, collaboration, professionalism, and adaptability. The standards develop students' knowledge and skills to successfully transition to postsecondary education, training, or the workforce. Alignment between the comprehensive school counseling program and college and career readiness expectations helps ensure students graduate prepared to navigate evolving education and career pathways.

Together, these standards and Oregon's Comprehensive School Counseling Student Standards strengthen alignment across social/emotional, academic, and career development and support coherent expectations for college, career, and life readiness.



Professional Standards & Competencies

Oregon's comprehensive school counseling programs are guided by professional standards and competencies that describe the knowledge, skills, and professional behaviors that support high-quality comprehensive school counseling implementation. The school counseling and school social work standards and competencies (e.g., ASCA, NASW) are established in professional preparation programs and used in practice for reflection, growth planning, and performance feedback. Ongoing, aligned professional learning strengthens role clarity, builds consistency across schools, and improves the quality of services and supports students' experience.

TSPC-licensed school counselors and TSPC-licensed school social workers support students' social/emotional, academic, and career development through standards-aligned program design and delivery. Counseling staff members contribute as a multidisciplinary team to design, deliver, and implement the program or service within the scope of their license and assigned responsibilities. To provide consistency across schools, all school counselors, school social workers, and counseling staff participate in ongoing, role-specific professional development to ensure services are delivered with fidelity and remain aligned with both comprehensive school counseling program expectations and their professional scope.

Ethical Standards

Ethical standards provide the foundation for professional judgement, confidentiality, student welfare, and responsible decision-making in comprehensive school counseling programs. School counselors and school social workers are guided by a code of ethics (e.g., ASCA, NASW), and other counseling staff who contribute to service delivery are guided by the ethical standards of their profession and defined role within the program. Ethical practice protects counseling staff, students, and families while supporting program integrity and consistency. It guides how counseling staff use data, communicate with families and partners, respond to concerns and critical events, and collaborate across multidisciplinary teams in ways that respect student rights and dignity. Ethical practice also requires role clarity and adherence to scope so that students receive appropriate, high-quality support.

Manage

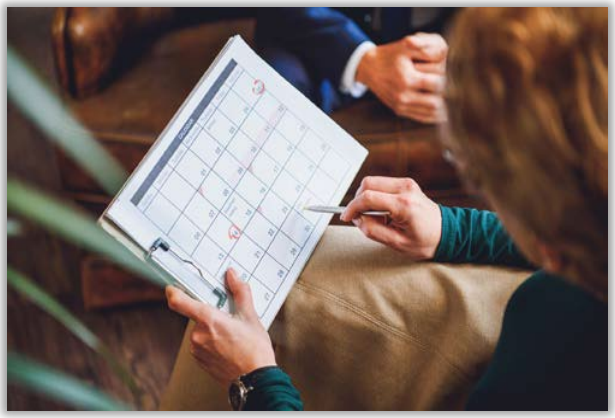
The Manage component is achieved through program organizational data collection, reporting, and communication tools that help counseling staff to:

- plan for each and every student to learn Oregon's Comprehensive School Counseling Student Standards.
- identify and address access, opportunity, and achievement indicators.
- plan and monitor time.
- educate and advocate for the program.

Program Data Collection Plans & Reports

Program data collection plans and reports in this section provide the tools required to effectively plan, deliver, and report on how the program outcomes are being met. These tools help counseling staff describe what is delivered, who is reached, what outcomes are identified, and how the program priorities are addressed.

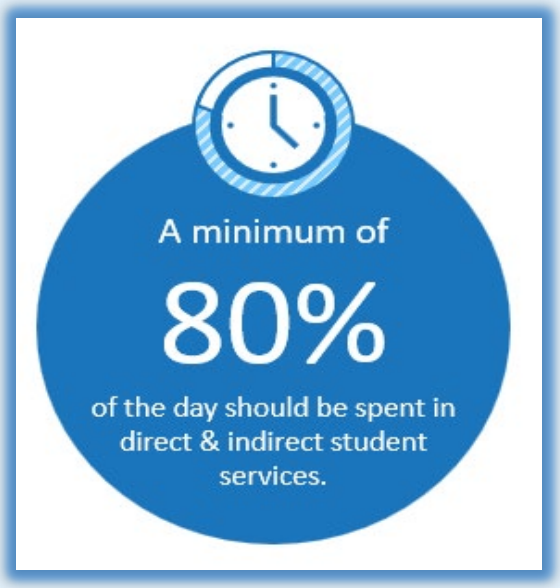
Tool / Element	Description	How it Supports Outcomes
Student Standards Delivery Plan	The student standards and priority skills the program will emphasize across social/emotional, academic, and career domains.	Ensures every student has access to planned, standards-aligned learning and skill development.
Lesson Plan and Data Report	Standards-aligned instruction that is delivered (includes topic, audience, participation, and outcome or learning evidence) to whole school or class lessons, and small groups.	Improves student learning outcomes by using participation and learning evidence to refine instruction over time.
Small Group Plan and Data Report	Focused group purpose, criteria for participation, strategies used, and outcome evidence.	Supports focused interventions for students who will/may benefit from additional support.
School Counseling Data Priorities	The program prioritizes student data indicators based on school, district, and state improvement goals, monitoring systems, and performance growth targets.	Aligns program to district and school improvement priorities and focuses attention on focal student group outcomes.
Achievement Gap Plan and Data Report	A focused plan to address each prioritized data indicator from the school and district performance growth targets that strengthen access and outcomes for focal student groups, including contributing conditions and outcome measures.	Guides equity-centered improvement and documents progress toward stronger outcomes for focal student groups.



Program Service Tracking & Communication

The program service tracking and communication tools in this section are intended to support counseling staff with planning, organizing, and communication of time on various program activities, services, and supports. Districts and schools may adapt the tools and documentation processes to fit local context, staff roles, student needs, collective bargaining agreements, and existing data systems while maintaining the core purposes of program planning, service delivery, and data-informed improvement, and communication with education partners.

Tool / Element	Description	How it Supports Outcomes
Annual Administrator Conference	Annual review of program priorities, results, role expectations, and conditions for effective implementation that are conducted between the counseling staff and their administrator.	Aligns program priorities and staffing conditions to support equitable access and improved student outcomes.
Advisory Council (Fall and Spring meeting)	Education partner input on program priorities, strengths, barriers, and improvement opportunities.	Ensures program priorities reflect student and community strengths and needs, improving relevance, access, and outcomes. Opportunity for broader community partnerships to support student outcomes.
Use of Time (5-day Calculator)	A summary of how time is allocated across direct and indirect services and program management.	Provides data to inform increased capacity for direct and indirect student services that improve access, life readiness, and academic success.
Weekly Calendar	How program services and activities are organized and tracked across a typical week.	Protects time for high-impact services and instruction, increasing access to supports that improve student readiness and success.
Annual Calendar	Planned program activities, events, and communication points across the year are used to plan, coordinate, and collaborate to accomplish.	Improves coordination with school events, family engagement, and consistent access to supports.





Recommended alignment to the ASCA National Model and best practice, school counselors are most effective when most of their time (approximately 80%) is dedicated to direct and indirect services with and for students, including delivering school counseling instruction, conducting appraisal and advisement, and providing counseling services. With the remaining time (approximately 20%), school counselors are dedicated to program management, planning, and schoolwide system support that ensures the program is implemented with quality and consistency. Districts should also consider these percentages of time when school social workers and other counseling staff are providing services within the program.



Student Data



School counseling programs use student data to inform program development, implementation, and assessment. The data helps to:

- monitor student access, future-readiness, and academic success.
- identify where students may benefit from additional skill-building and supports.
- identify achievement and opportunity gaps and the conditions that contribute to them.
- assess the effectiveness of program activities aligned to performance growth targets.
- communicate program impact to decision-makers and educational partners.

The table below provides three required data categories used to plan for and report results of the program. The data indicators with an asterisk (*) are aligned with the required statewide performance growth targets.

Data Category	Definition / Description	How Counseling Staff Use This Data
Participation data	How many students access the program, how often they participate, and for how long.	Describes reach and access, including who is being served and where participation can be strengthened.
Comprehensive School Counseling Student Standards data	Evidence of student learning and growth related to Oregon's Comprehensive School Counseling Student Standards (often measured through pre and post measures and other learning evidence).	Monitors progress toward standards-aligned skills and mindsets and informs improvements to instruction and interventions.
Achievement data	Student outcome indicators that can reflect program impact, such as: • attendance rates (i.e., K-2, K-12)* • grade-level benchmark assessments/ proficiency (i.e., 3rd grade ELA, 8th grade Math)* • graduation rates (i.e., 4-year graduation)* • on-track indicators (i.e., 9th grade on-track)* • completion rates (i.e., 5-year completion)* • traditional grades (i.e., tests, homework) • standards-based grades (i.e., mastery of specific learning targets or skills) • promotion rates (i.e., moving from one grade to the next)	Identifies patterns in outcomes and contributing conditions, helping teams strengthen supports, improve access, and reduce barriers over time. It includes measurement of any factors contributing to achievement, including but not limited to: • discipline rates • systemic barriers • student perspectives • education partner perspectives

Deliver

The Deliver component outlines how comprehensive school counseling programs provide coordinated, tiered direct and indirect services and supports so every student knows where to go for help, has access to trusted adults, receives timely follow-through, and develops social/emotional and mental health-related skills, academic success, and readiness for post-secondary education and lifelong contribution to their communities.

Services and supports are strengthened when school counselors, school social workers, and multidisciplinary counseling staff and student success teams collaborate through clearly defined roles and expectations across the program. Depending on local staffing, professional preparation and assigned responsibilities, the various roles may contribute across tiers within their license scope.



Direct Student Services

Direct student services are interactions with students that support social/emotional, academic, and career development through culturally sustaining and trauma-informed approaches. These include instruction, appraisal and advisement, and counseling.

Direct Service	Description	Common Settings (MTSS alignment)
Instruction	Enhances student access, future-readiness and academic success through delivery of Oregon's Comprehensive School Counseling Student Standards.	Classroom, Small Group, Individual (Tier 1, Tier 2)
Appraisal & Advisement	**Appraisal:** Analyze and assess students' abilities, interests, skills, and achievement from test and inventory results. **Advisement:** Make recommendations based on appraisal of test and inventory results to help students make decisions for their future.	Classroom, Small Group, Individual (Tier 1, Tier 2)
Counseling	Provide assistance, interventions, and emotional support during times of transition, heightened stress, critical event responses, significant change or other situations impeding social/emotional, academic, and career development. Counseling theories, techniques, and interventions are used by professionally trained counseling staff.	Small Group, Individual (Tier 2, Tier 3)





Indirect Student Services

Indirect student services are provided on behalf of students through interactions with families, staff, administrators, Tribal Education Leaders, and community and healthcare partners to coordinate supports, strengthen access, and improve outcomes. These services are delivered through a multidisciplinary team and wraparound approach including referrals, consultation, and collaboration as part of the student success system.



Indirect Service	Description	Primary Partners (MTSS alignment)
Referrals	Connect students and families to internal and external supports, including more intensive or specialized services when needed.	Students, Families, School-based Mental Health Centers, and Community and Healthcare Partners (Tier 2 and Tier 3)
Consultation	Provide information, perspectives, strategies, best practices, and recommendations that strengthen the ability of others to support student needs and success. Seek information on what students might need to address an issue and strategies to improve academic success and enhance future-readiness.	Educators, Administrators, Families, Peer Consultant, Tribal Education Leaders, School-based Mental Health Centers, and Community and Healthcare Partners (Tier 2 and Tier 3)
Collaboration	Coordinates shared responsibility among partners (e.g., staff, families/guardians, Tribal Education Leaders, community organizations and healthcare partners, etc.) to advance identified student or schoolwide goals, including teaming, family workshops, professional learning, committee participation, and critical event response.	Educators, Administrators, Families, Tribal Education Leaders, School-based Mental Health Centers, and Community and Healthcare Partners (Tier 2 and Tier 3)

Developmental Domains

A comprehensive school counseling program supports student preparation through three developmental domains: Social/Emotional, Academic, and Career. Program curriculum, activities, and services across these domains promote student learning, personal and collective efficacy, and local and global community involvement. A focus on these domains creates a school culture of college, career, and life readiness for all students.



Social/Emotional Development

Social/Emotional development provides the foundation for acquiring and applying the knowledge, skills, and attitudes that are important for:

- developing healthy identities.
- managing emotions.
- achieving personal and collective goals.
- feeling and showing empathy for others.
- establishing and maintaining supportive relationships.
- making responsible and caring decisions.

Students develop a sense of agency and have opportunities to engage in participatory leadership and community experiences that empower them to recognize how their strengths and contributions can transform their school, local community, and broader society. Communication, conflict resolution, collaborative problem-solving, responsible decision-making, and healthy coping skills to promote mental health and overall well-being are some of the skills developed. These skills promote a student's ability to thrive at school, work, home, and in community.

Academic Development

Academic development provides the foundation for acquiring the skills, habits, and knowledge students need to demonstrate to be successful in school, and to understand the relationship between academics and the world of work. Students set goals, develop personalized plans, and engage in activities that provide a roadmap for choosing classes and programs of study aligned to their interests, talents, and career aspirations. Students are able to connect classroom learning to local issues and community-led academic support (e.g., libraries, tutoring centers, and cultural organizations). Students' learning experiences and growth develop over time; therefore, goals and course plans are revisited regularly to support students throughout school and beyond, as they become contributors to their school, family, and community.

Career Development

Career development builds a foundation for students to gain the skills, mindsets, and knowledge needed to successfully transition to postsecondary education, training, and the workforce. By integrating career information and career-connected learning throughout the school counseling program and curriculum, students at all grade levels engage in career awareness, exploration, preparation, and training. These experiences provide opportunities to develop essential employability skills, participate in hands-on real-world learning and work-based experiences, and connect with business and industry partners. Ultimately, this preparation helps students pursue high-wage, high-demand career pathways.

Program Multi-Tiered and Multi-Domain Continuum of Supports

School counseling programs are a vital part of a school's student success system (e.g., MTSS, RTI, PBIS). Through direct services, indirect services, and schoolwide practices, school counseling programs strengthen the conditions for learning and well-being and are foundational in supporting students holistically across social/emotional, academic, and career development. Programs use traditional and expanded student indicators to identify student needs, understand contributing conditions, and select research and evidence-based strategies that promote equitable outcomes. School counseling programs use a constructive view of students, based on student strengths. As such, programs emphasize person-first language by saying a "student is in need of tiered services or supports," rather than saying this is a "tier 3 student."

School counseling programs provide leadership, advocacy, and collaboration within a multi-tiered and multi-domain continuum of supports through participation in leadership, improvement, data, and multidisciplinary student success teams. Programs rely on student data indicators to plan, deliver, and improve universal, focused, and individualized interventions, including individual and group counseling aligned to Oregon's Comprehensive School Counseling Student Standards.

Strong partnerships with families, educators, administrators, school-based mental health and health centers, Tribal Education Leaders, communities, and business leaders are integral to addressing the needs of the whole student within a comprehensive school counseling program. Through these partnerships, school counseling programs promote culturally sustaining and trauma-informed practices, student mental health and well-being, academic achievement, and college and career readiness. The multi-tiered and multi-domain approach moves beyond grades and behavior alone to ensure a well-rounded, holistic system of supports so every student can thrive.





The following examples identify how school counselors, school social workers, and counseling staff work as student success teams to support students within their scope of license and professional training across multi-tiered and multi-domain continuum of supports.

Tier 1: Universal Supports (All Students | 100%)

Provides services and supports to all students, such as classroom instruction and individual student planning, as well as schoolwide programs and activities that develop skills, affirm student strengths and successes, foster belonging (e.g., affinity groups), and promote readiness across the three developmental domains.

Tier 2: Supplemental Supports (Some Students | ~20%)

Provides focused, data-driven interventions for some students who benefit from additional support. Services may include small groups and short-term individual supports, such as counseling or skill-building, identified through evidence-based screening tools and data indicators (e.g., attendance, behavior, grades, study skills, work habits, credit status).

Tier 3: Intensive Supports (Few Students | ~5-10%)

Provides individualized and intensive supports for students experiencing academic, behavioral, or mental health needs, crisis events, or needs not resolved through Tier 2. School counseling programs address these situations through intentional coordination and response. Counseling staff may provide support, crisis response, consult with partners, and connect students and families to specialized services and resources as needed.

The table below shows various examples of supports within each tier and across the developmental domains.

Example Supports Within Each Tier Across the Developmental Domains

	Social/Emotional	Academic	Career
Intensive Supports (Few students) — TIER 3	• Short-term, individual counseling • Crisis response, safety planning • Referral to school-based mental health or health center, or community agencies	• Referral for specialized instruction • Advocate for Special Education services when indicated	• Referral to resources (e.g., FAFSA, scholarships, etc. • Short-term, individual counseling and advisement
Supplemental Supports (Some students) — TIER 2	• Short-term, small group for anger, conflict resolution, skills, etc. • Social skill & emotion regulation skill-building • Check-in/check-out	• Individual advisement • Referral to tutoring and/or other assistance • Short-term, small group for academic skill-building	• Collaboration with career & college reps • Short-term, small group career & college readiness • Referral for mentoring and/or additional supports
Universal Supports (All students) — TIER 1	• Classroom lessons on emotion regulation, stress management, etc. • Bullying, suicide, and substance use prevention	• Classroom lessons on organization, study skills, time management, etc. • Transition to next grade level	• Classroom lessons on career and college readiness and activities • Student appraisal and advisement • Education Plan & Profile (grades 7-12)

Assess

The Assess component supports regular review of both program implementation and professional practice to strengthen effectiveness in improving access, future-readiness, and academic success for each and every student. Assessing program design, delivery, and outcomes strengthens continuous improvement, clarifies impact, and supports equitable benefits for all learners.

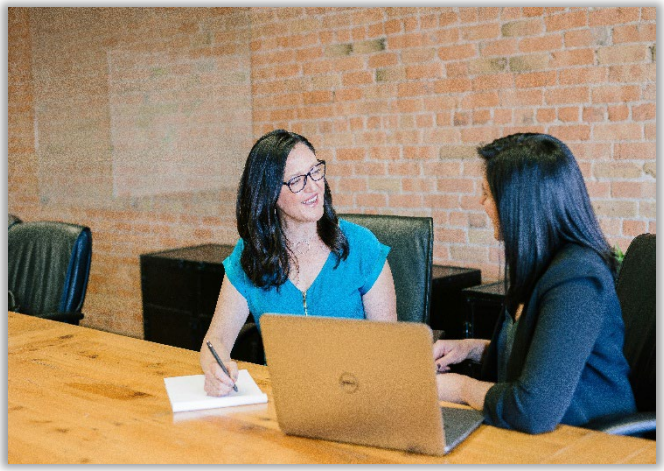


Program Assessment

District and building administrators can work collaboratively with counseling staff to evaluate the design, delivery, access, and outcomes of the comprehensive school counseling program. The assessment is aligned to Oregon's Framework and uses multiple forms of data to identify what is working, where barriers remain, and how to strengthen program areas.

Tool / Resource	Description	How it Supports Student Success
School Counseling Program Assessment	A structured review of program alignment to Oregon's Framework for Comprehensive School Counseling Programs, including design, delivery, and impact on student access, life readiness, and academic success.	Strengthens program quality and coherence, supports continuous improvement, and helps counseling staff communicate impact over time.

Role-Specific Assessment & Performance Appraisal



Role-specific professional assessment and appraisal support continuous improvement by clarifying expectations, strengthening professional growth, and documenting impact. When districts develop evaluation criteria that are aligned to role-specific standards and program priorities, it can strengthen role clarity and improve effectiveness by connecting professional standards, license, assigned responsibilities, district evaluation system, and applicable collective bargaining agreements to intentional development, feedback, and performance conversations.

Tool / Resource	Description	How it Supports Student Success
Professional Standards and Competencies Assessment	Districts and schools may use role-specific professional standards and competencies for counseling staff (e.g., ASCA School Counselor Professional Standards and Competencies and NASW Practice Standards for School Social Workers, etc.) to inform self-reflection and professional learning plans aligned to program implementation..	Strengthens practice and professional competencies over time, improving student access, well-being, and outcomes.
Performance Appraisal (i.e., Performance Evaluation)	District and building administrators may use role-specific appraisals (i.e., performance evaluations) alongside role-specific standards and expectations, to clarify performance, gather feedback, and document growth of counseling staff.	Creates a structured opportunity to review evidence of practice and demonstrate how program services contribute to improved student outcomes and student success system improvement.

Appendix A

Recommended School Counselor Program Aligned Activities

This table provides ASCA recommendations of activities for school counselors commonly aligned with a comprehensive school counseling program. School counselors, school social workers, and other counseling staff may participate in IEP, 504, MTSS, attendance, discipline, and student success teams when their expertise supports student access, advocacy, problem-solving, transition planning, or barrier removal. When districts assign program non-aligned duties, administrators may consider whether the responsibility is part of the comprehensive program, part of another assigned role, or a local operational duty requiring protected time and support.

Program Aligned Activities
Appraisal and advisement for academic, college, and career planning.
Academic advising for new students.
Presenting school counseling lessons based on Oregon's Comprehensive School Counseling Student Standards to address students' developmental needs and needs identified through data.
Consulting with teachers about building classroom connections, effective classroom management and the role of the Oregon's Comprehensive School Counseling Student Standards in student success.
Interpreting cognitive, aptitude, and achievement tests.
Analyzing schoolwide and school counseling program data.
Analyzing GPAs in relationship to achievement.
Interpreting student records.
Protecting student records and information per state and federal regulations.
Providing short-term individual and small-group counseling services to students.
Providing counseling to students who are frequently tardy or absent.
Providing counseling and/or skill building for students in need of additional support.
Consulting with the school administrator to identify and resolve student issues, needs, and problems.
Advocating for students at individual education plan and 504 meetings, student study teams, and school attendance review boards, as necessary. Case management duties when appropriate and in collaboration with the student success team.

Appendix B

Oregon Administrative Rules (OARs) Related to Comprehensive School Counseling

The following rules are required for districts and schools related to comprehensive school counseling:

581-021-0013 Child Development Specialist Programs

A CDS program is authorized by ODE as an optional component of a school district's comprehensive K-8 counseling program. Specialists in these roles have a range of training and experience, and work as a team to provide services and supports to children and their families.

581-022-0102 Definitions

Provides the foundational definitions used within Division 22, which governs the standards for public elementary and secondary schools in Oregon, and creates consistent interpretation of education requirements across the state. Relevant terms include career technical education, career-connected learning experiences, comprehensive school counseling program, and education plan and profile.

581-022-2000 Diploma Requirements

Establishes the minimum requirements for awarding high school diplomas in Oregon. This includes content areas and credit requirements, personalized learning and evidence, and diploma types.

581-022-2030 District Curriculum

School districts are required to provide a planned K–12 instructional program that meets specific state standards. Defines curriculum and identifies content areas that must have common curriculum goals.

581-022-2055 Career Education

School districts are required to provide a comprehensive career education program for all students from Kindergarten through Grade 12, which must integrate with the comprehensive school counseling program.

581-022-2060 Comprehensive School Counseling

Establishes the legal requirements for comprehensive school counseling programs in Oregon's public schools. It ensures all K-12 students receive coordinated services for social/emotional, academic, career, and community involvement development. The rule also outlines mandates for district staffing, recommended ratios, and program evaluation reviews.

Appendix C

Glossary

Achievement Data: Measures used to evaluate a student's academic performance and progress, including factors that contribute to achievement.

Action Plan: Written description of how the school district intends to achieve the program mission and goals and student outcomes. Items in an action plan might include a general program description, student standards and outcomes for each development domain, annual activities and services, timelines and responsibilities for activities and services, expected student outcome, and data used to measure the results.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student social/emotional, academic, and career needs. One form of advocacy is the process of actively identifying student from underrepresented and underserved populations and supporting them in their efforts to perform at their highest level.

Articulation: A coordinating process to link two or more educational systems within a community or educational programs between grades and between schools.

Career Development: Those aspects of an individual's experience which are relevant to personal choice, entry, and progress in educational, career, and vocational pursuits; a lifelong process through which individuals come to understand themselves in relationship to education and work.

Career Education: Counseling curriculum components that link education to the world of work; instructional activities and work-related experiences designed to support career connected learning for each and every student.

Collaboration: A partnership in which two or more individuals or organizations actively work together on a project or problem.

Competency: A skill or ability.

Comprehensive School Counseling Program: A development, proactive, preventative, coordinated program, integral to the total educational program of each district and school, that helps each student develop mindsets and behaviors in the areas of social/emotional, academic, and career development to ensure success in school and in future pursuits.

Consultation: A process of sharing and receiving information and ideas.

Counseling: A specialized process implemented by professionally trained and licensed persons, involving a variety of techniques and strategies that help students explore social/emotional, academic, and career concerns to ensure healthy development, academic progress, and successful transitions to next steps.

Counseling Staff: Refers to TSPC-licensed school counselors, TSPC-licensed school social workers, and a multidisciplinary counseling team (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) who work together to design, deliver and implement programs within their role-specific professional training, scope, and expertise.

Curriculum: An organized framework of teaching/learning units, activities, experiences, assessments, and materials that lead to the achievement of a specific student outcome or set of student outcomes.

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data.

Disaggregated Data: Data separated into component parts by specific variables such as ethnicity, gender, and socioeconomic status.

Developmental Domains: Three broad developmental areas of mindsets and behaviors that promote and enhance student learning. In the Oregon framework, three student development domains are described as Learning to Live (Social/Emotional), Learning to Learn (Academic) and Learning to Work (Career).

Guidance: Previously used term which described the role of an individual who provided vocational counseling to students.

Indicator: Measurable evidence that students have the knowledge, skills or abilities, and attitudes of a specific competency.

Participation Data: Method of evaluation that looks at specific activities and services in terms of numbers of students served, group activities, and classroom visits rather than the student outcomes from those activities.

Program: A coordinated and systemic framework designed to ensure the social/emotional, academic, and career development of every student. The program is preventative and developmental, using data to identify and address student needs.

Program Assessment: An evaluation of the current status of a school counseling program based upon Oregon's Framework components. The purpose for conducting a program assessment is to guide action for program development and improvement.

Scope and Sequence: The range, logical order, and continuity of activities and services within the student outcomes for all developmental domains.

Standard: A statement that describes what students should know and be able to do.

Student Standards Data: Data that measures what students and others perceive and observe about knowledge gained, attitudes and beliefs held, or competencies achieved.

Systemic Change: Change affecting the entire system. The focus of the changes is upon the dynamic of the environment and the organization, not on the individual.

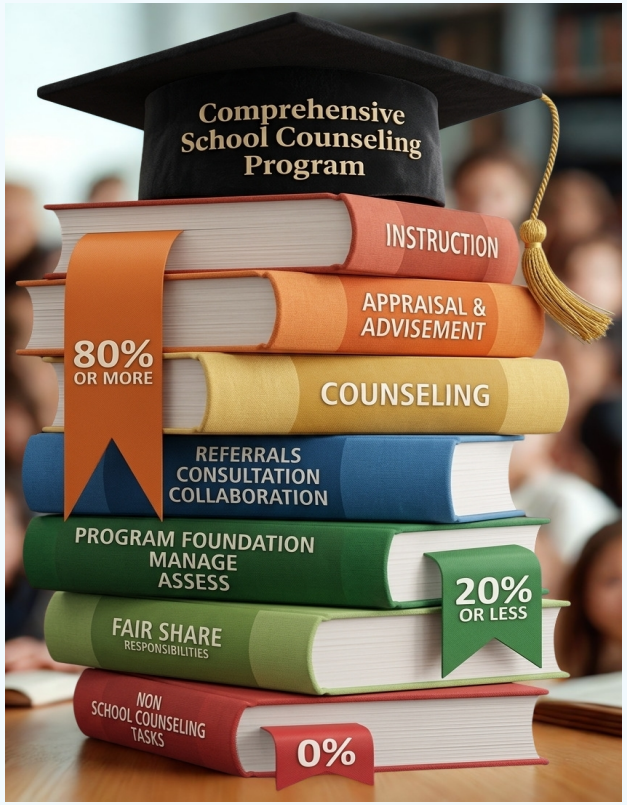
Comprehensive School Counseling
Technical Rule Fix & Framework Revision Adoption

First Read | May 21, 2026

518

Dr. Beth Wigham, Comprehensive School Counseling Specialist
Dr. Xylecia Fynn-Aikins, Social and Emotional Learning Specialist
Vanessa Martinez, Director Standards and Instructional Support

Today's Purpose

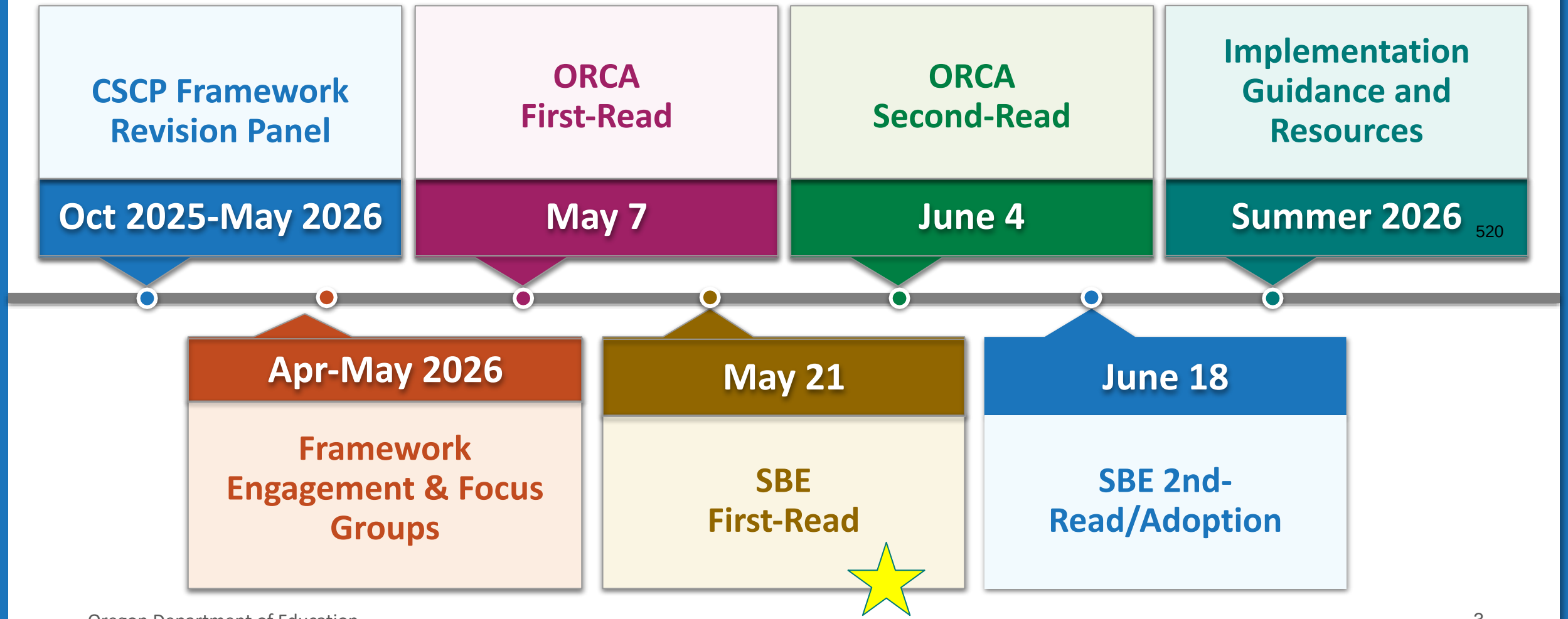


- **First Read** for Comprehensive School Counseling OAR Technical Fix

- **First Read** for Oregon's Framework for Comprehensive School Counseling Programs (CSCP) draft

519

Framework Revision & Adoption Timeline



Comprehensive School Counseling
OAR 581-022-2060
Technical Rule Fix

521

Technical Rule Fix: What It Does

Clear Reference

Names the Framework as the companion document.

Statewide Consistency

Directs districts and schools to one common, current Framework as the statewide program standard.

Sustainable Alignment

Keep the rule connected to future State Board-adopted Framework updates.

522

Not a new rule requirement. A technical clarification that clearly points districts and schools to the most current Framework.

Technical Rule Fix: Engagement & Feedback

Who We've Engaged

- Ongoing Rules Advisory Community (ORCA)
- State Board of Education (SBE)
- Public Comment Process

Technical Fix Feedback

- No feedback specific to this technical fix
- Two recommendations for future technical rule fixes 523

Broader Framework Feedback

- Clearer distinction between requirements and best practice
- Stronger parent/family visibility in our engagement strategy
- Practical implementation resources, including mental health tools

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EDUCATION

Comprehensive School Counseling Framework

524

Why Update the Framework Now





2018

- Oregon's CSCP Framework 2nd Edition Adopted
- CSCP Student Standards Adopted
- OAR 581-022-2060 Updated

2019

- ORS codified who can design, deliver, and implement the Comprehensive School Counseling Program
- OAR 581-022-2060 Updated

525

2025

- Statewide Feedback Survey on Current Framework & Implementation
- American School Counselor Association (ASCA) National Model 5th Edition

2026

- OAR 581-022-2060 Technical Fix
- Oregon's CSCP Framework 3rd Edition Adoption
- TSPC School Counseling Education Preparation Program Standards Update

ORS 329.603 Statutory Anchor

Section (1)

- Requires each district to provide a coordinated comprehensive school counseling program for each student

Section (2)

- Allows the program to be designed, delivered or otherwise implemented by:
  - TSPC-licensed **school counselor**;
  - TSPC-licensed **school social worker**; or
  - A **qualified team** as determined by the State Board of Education rule

Section (3)

- Protects scope of license and scope of practice

526

OAR 581-022-2060: District and School Program Requirements

Section (1)(a)

- Districts must provide a coordinated comprehensive school counseling program

Section (2)

- Schools must provide a comprehensive program based on ODE's Framework for Comprehensive School Counseling Programs
- Programs must align to district and school improvement goals 527
- Responsibilities must be assigned to appropriate personnel
- All school staff participate in implementation

OAR 581-022-2060: Counseling Staff Assignments

Section (3)

- Districts maintain licensed staff and effective counseling and advising practices
- Programs may be designed, delivered, or implemented by TSPC-licensed school counselors, TSPC-licensed school social workers, or qualified teams

- Teams must collectively bring expertise in counseling, SEL, mental and behavioral health, trauma-sensitive practice, culturally responsive practice, instruction, assessment, and career development 528
- Roles must remain aligned to licensure, training, and scope

Comprehensive School Counseling Program Overview: What It Is & What It Does

What it is

A coordinated, schoolwide program that supports social/emotional, academic, and career development for each and every student.

Where it operates

Required at both the district and school levels, connected to local needs, school improvement, and K-12 student support systems.

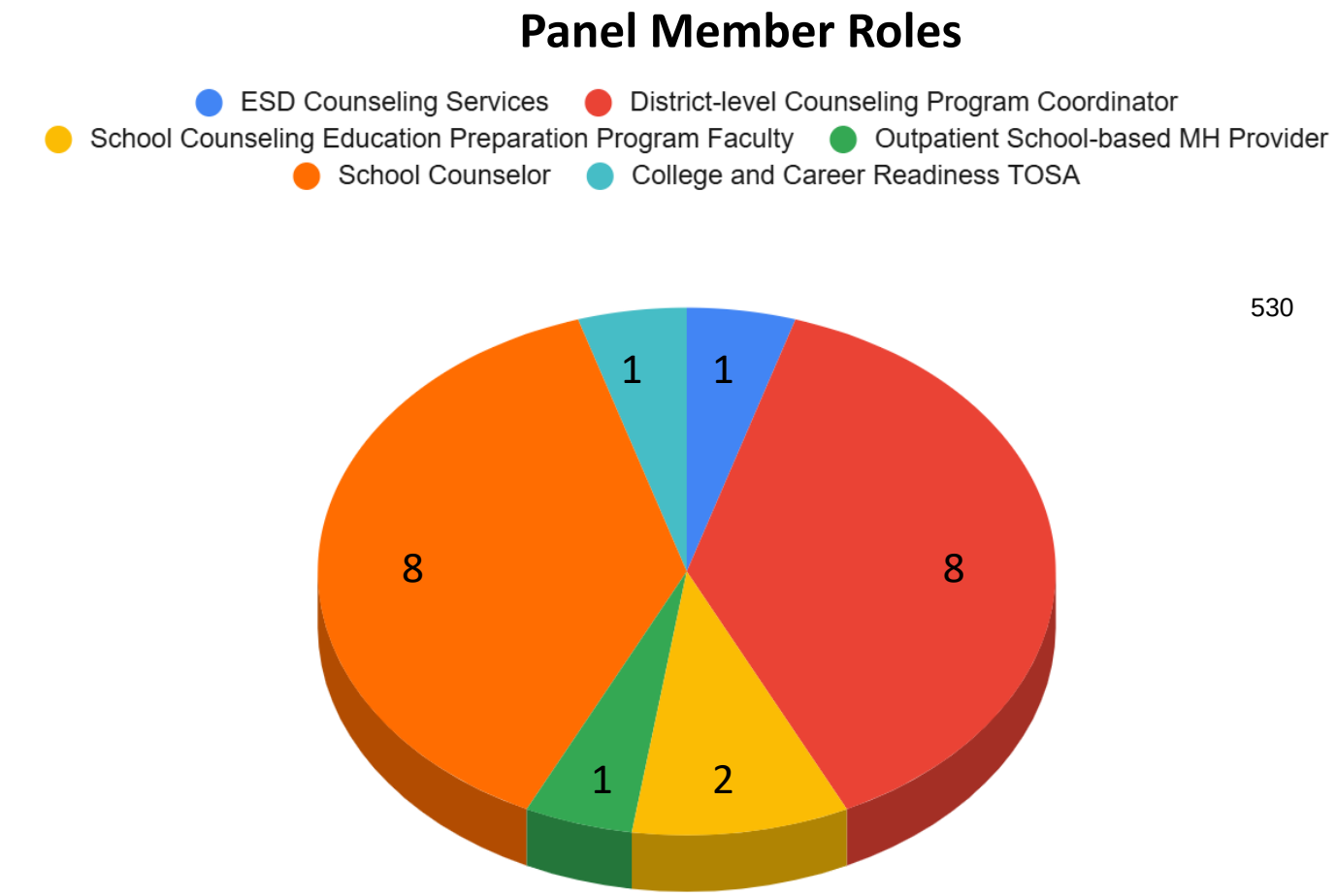
How it serves students

Through student standards, direct and indirect services, education planning, responsive supports, and data-informed continuous improvement.

529

Framework Revision Panel & Technical Support

- 21 Panel Members
- 4 Technical Consultants from ODE, TSPC, OHA, & ASCA
- 12 CSCP Revision Panel Meetings
- Regional Representation
  - Willamette Valley
  - Portland Metro
  - Southern Oregon
  - Eastern Oregon
  - Central Oregon
  - The Gorge
- Levels
  - Elementary, Middle, High School, District, ESD, Postsecondary, Community, and Agency



530

What Informed the Initial Draft for Engagement

Aligned Foundation

Reflects current research, ASCA National Model updates, Oregon law and rule, and statewide survey feedback.

Statewide Program Structure

Standardizes core program components statewide across Define, Manage, Deliver, and Asses.

Student-Centered Delivery

Connects services to student success systems and student data indicators through a multi-tiered and multi domain continuum of supports.

Role Clarity

Identifies TSPC-licensed counseling staff, team-based implementation, and clarifies professional scope boundaries.

Data & Improvement

Strengthens data-informed program planning, design, implementation, and continuous improvement.

Implementation Support

Guidance, tools, professional learning, and technical assistance will support local implementation.

Framework Engagement

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Engagement Audiences

Youth
Experience-based feedback on counseling supports and access

Parents/Caregivers
Student support system and essential partners

Student Success Plan & Community Partners
Student support coordination and system coherence

Districts, Schools, & ESDs
Implementation realities and local decision-making

Counseling Staff
Role clarity, multidisciplinary team approach, and scope boundaries

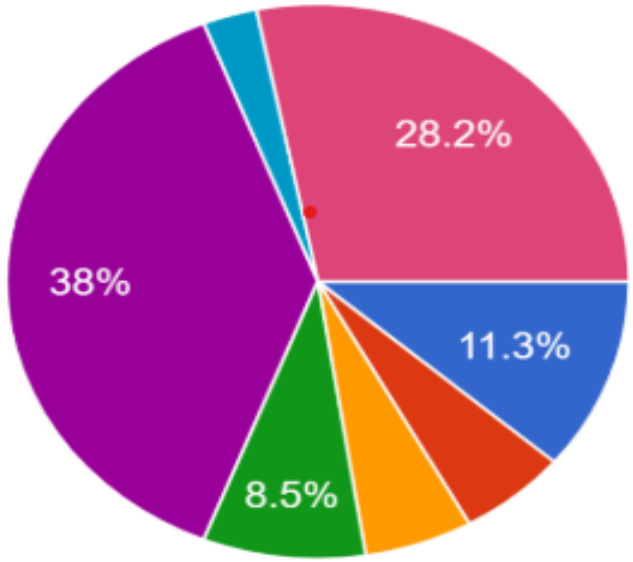
Education Prep Programs
Preparation pathways, workforce development, and training alignment

Framework Revision Panel
Deep review, drafting, and revision input

ODE Staff
Core team members, technical advisors, and priority alignment lens

TSPC & OHA Partners
Policy, rule, and licensure alignment

Statewide Survey: Regional Representation



- Central Oregon (11.3%)
- Columbia Gorge (5.6%)
- Eastern Oregon (5.6%)
- Oregon Coast (8.5%)
- Portland Metro (38%)
- Southern Oregon (2.8%)
- Willamette Valley (28.2%)

Survey questions:

- Clarity in each section
- Most promising, meaningful, or encouraging
- Challenges, barriers, and unintended consequences
- Implementation supports

534

Engagement & Statewide Survey Themes

The Framework is generally clear, with a need for **implementation guidance**.

Welcome statewide program consistency, along with **local implementation flexibility**.

Staffing, funding, and workforce capacity remain implementation challenges.[535]

Role clarity is both a support need and a policy tension area.

District and building **leadership are critical to implementation**.

Need **practical implementation tools** to support Framework.

Youth Advisory Council Engagement & Themes

Students believe **counseling supports have a meaningful impact**.

Students understand counseling staff generally, but **peer access is uneven**.

Students want more **proactive check-ins**. 536

Supports for stress, personal challenges, and mental health are high-priority student needs.

Future planning matters, but **students need more consistency**.

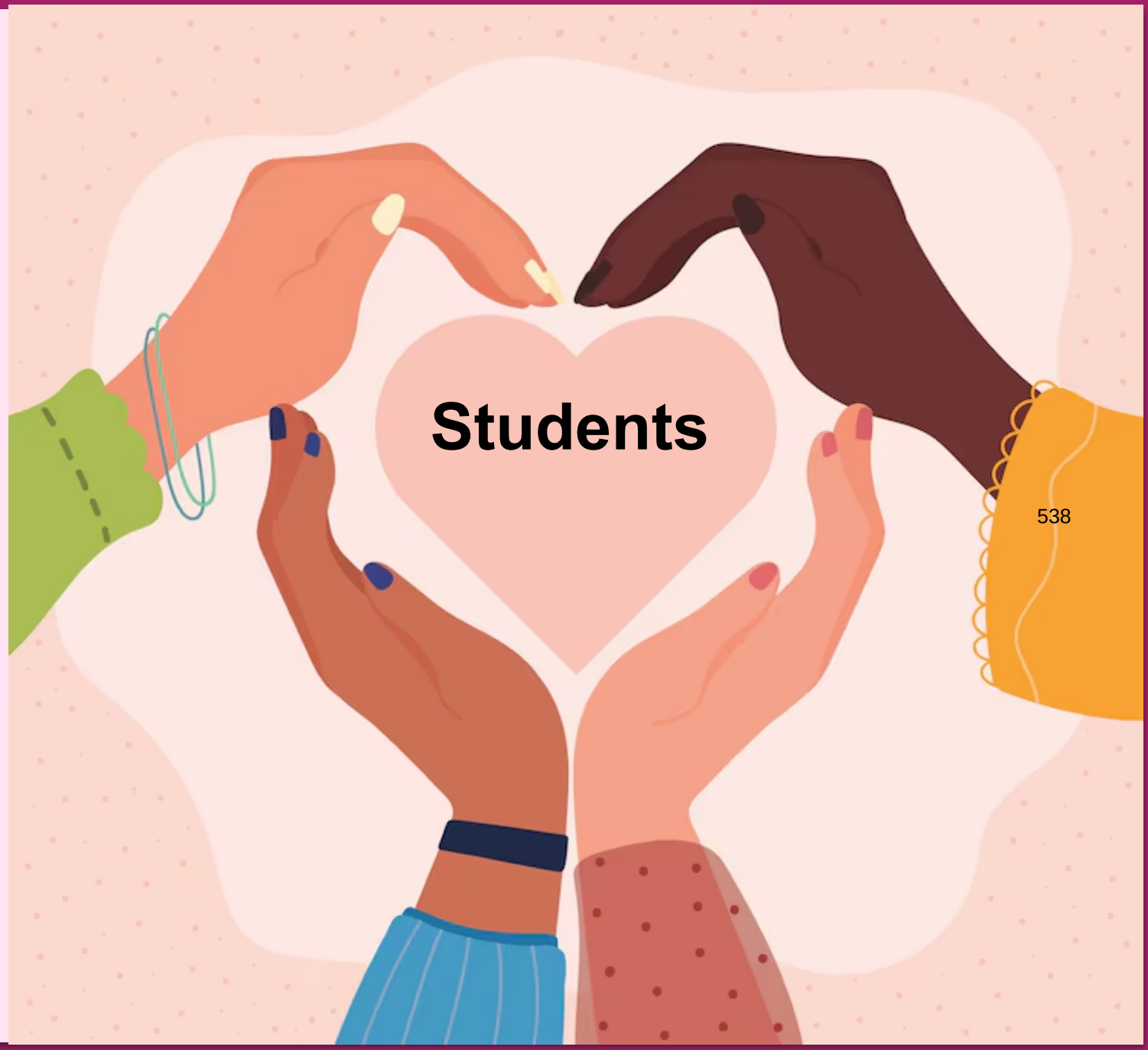
Belonging and inclusion are not yet consistent.

Incorporated Feedback from Statewide Engagement

- Incorporated direct language used in statute and rule
- Removed redundancies
- Kept implementation suggestions for guidance
- Incorporated more aligned language to MTSS, student success teams, and district and school improvement
- Rearranged Manage and Deliver sections to align with continuous improvement cycle

- Added a subtitle inclusive of roles
- Added a “How to Use this Framework” section
- In the Audience section, combined TSPC-licensed school counselors and school social workers
- Moved Recommended School Counselor program aligned activities into Appendix
- Clarified definitions in the Appendix glossary section

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Students

Questions or Feedback?



539

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Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: Tribal Charter School Permanent OARs
Status: First Reading
Presentation: Yes
Key Staff: Kate Pattison, Director School Choice, Options, and Recovery Education; Christen Kelly, Charter School Specialist
Topic Summary: Permanent OARs to implement HB 3953 (2025) establishing tribal charter schools that can be sponsored directly by the State Board of Education.

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?**

   HB 3953 was adopted during the 2025 legislative session and allows "federally recognized Indian tribes in the state" to operate public charter schools. Tribes can establish a public charter school either through a school district or through direct sponsorship by the State Board of Education. This law went into effect on January 1, 2026.

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?**

   Under the new law, the State Board of Education is directed to establish a process and timelines for Tribal charter school proposal submission and review. ORS 338.075(4) as amended directs the state board to adopt OARs for the process:

   (c) The board shall prescribe by rule the requirements of a proposal submitted pursuant

to this subsection. The requirements must incorporate any applicable requirements for a proposal submitted pursuant to ORS 338.045. At the request of an applicant, the Department of Education may provide technical assistance in developing the proposal for the operation of the public charter school.
(d) The board shall prescribe by rule the process for reviewing a proposal submitted pursuant to this subsection, including timelines for the review. The board must provide an applicant with a reasonable opportunity to complete a proposal if the board determines that a submitted proposal is not complete.

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 approved the temporary OARs for this item in the December 2025 State Board meeting.

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

   The new law went into effect on January 1, 2026. Early implementation and planning required more time than was available to establish permanent rules at that time.

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: The Confederated Tribes of Grand Ronde
   ☐ 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 staff have partnered with the Office of Indian Education to conduct meetings with Tribes to learn about the Tribes' needs, desires, and plans as well as share information about public charter schools. The Department has met multiple times with various Tribes and started a more formal Tribal Consultation process with The Confederated Tribes of Grand Ronde. Staff have also hosted engagement sessions with school districts, education partner organizations like OSBA and OASBO, met with staff from the Secretary of State, and other programs across the agency to draft these OARs.

   The Department has started implementing the new law with intentionality and openness to support and uphold government-to-government agreements and relationships.

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 the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**

   ☐ No
   ☒ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

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 (DELC; 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: Secretary of State

   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.

All public charter schools, including Tribal charter schools, are required to complete annual municipal audits. The Department met with the Secretary of State Audits Division staff to learn more about how Tribes will be able to meet this requirement and what kind of technical assistance we can provide.

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)?

   The entire geography of Oregon is situated on the ancestral lands of Tribes and Native Peoples. All federally recognized tribes in Oregon are eligible to establish public charter schools. Tribal and Native students reside in every region and may be affected by the option to enroll in a Tribal charter school.

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?**

    Tribes:
    The current law does not fully consider tribal sovereignty as defined by a Tribe, and the Department has heard that the current language of HB 3953 (2025) may not meet the current or future desires or needs of the Tribes. Because of the historical and current experience with the U.S. education system, generally and locally, some Tribes want full sovereignty and autonomy in operating publicly funded schools. As the Tribes, school districts, and the Department continue to move forward implementing this law, the Tribes have asked that we honor their sovereignty to the fullest extent possible.

    School Districts:
    School districts are interested in how they may be partnered with Tribal charter schools that are sponsored by the State Board. According to the statute, a Tribal public charter school sponsored by the State Board may be located "on the reservation of the federally recognized Indian tribe or, if the federally recognized Indian tribe does not have a reservation, within a school district that enrolls students who are members of the federally recognized Indian tribe."

There is complexity with the intersection of Tribal lands and the political boundaries for school districts. Through discussion and review of the legislative record, there is agreement that the school district should be one that is adjacent or geographically proximal to the location of the public charter school if there is clear overlap of the school district boundary.

Education Partners:
In talking with education partner organizations, questions centered on support to Tribes operating public charter schools and how the Department will provide technical assistance to ensure the Tribe will establish systems that comply with Oregon education laws and reporting requirements. They also asked how the Department will provide support to school districts partnering with Tribes that operate State Board sponsored charter schools. The Department has developed resources and guidance that will be used by Tribes and school districts. Other tools that have been used to provide support and accountability for State Board sponsored charter schools will be reviewed and updated accordingly.

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

    The Department has continued consultation with Tribes and ongoing engagement during the early implementation to learn what improvements can be made prior to pursuing permanent OARs.

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.**

    There is nothing about the OARs specifically that will create any fiscal or administrative impact. However, the new law does create opportunities for some Tribes and school districts to experience changes in their fiscal or administrative responsibilities. If a Tribe operates a State Board sponsored charter school, the Tribe will be responsible for operating a public charter school according to the relevant state and federal laws. This includes complying with all applicable reporting requirements for grants and programs administered by the Oregon

Department of Education. The school district that is required to contract with the Tribal charter school will receive State School Funds on behalf of the charter school and will be responsible for passing through a portion of the funding, oversight of special education, some federal title programs, and some local funding options.

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

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 Department recognizes that this new law has an equity impact. However, our first responsibility is to acknowledge and honor Tribal sovereignty throughout all the implementation activities including drafting proposal OARs, developing guidance, and providing technical assistance.

    Regarding equity impacts to students and families, this law allows Tribes to establish publicly funded charter schools. It is likely that any Tribal charter schools established under this law and these OARs will largely serve Native and Tribal students through a school that is governed, operated, and located with their land, culture, language, and community at the center of the mission.

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?**

    These OARs do not create any specific impact on school district employees or volunteers. Tribes that want to submit a proposal to start a public charter school will need to comply with the timelines and requirements for the proposal and process in the OARs. If a Tribal charter school is approved, a school district will be required to comply with the laws related to supporting a State Board sponsored charter school.

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: The law went into effect on January 1, 2026. The State Board of Education adopted the temporary OARs to have a process and timelines in place to receive and effectively manage receiving charter school proposals from Tribes. These OARs establish a process and the timelines needed no further refinement based on further consultation, engagement, and experience.

Long-term: These OARs set the foundation for the State Board of Education to receive, review, and approve proposals to establish Tribal charter schools.

Modernizing Language: Adopting language throughout to replace "Superintendent of Public Instruction" with the "Director of the Oregon Department of Education or director's designee" aligns with current practice and historical meaning. This will allow the Department to continue its current practices related to public charter schools as work on behalf of the State Board through a formal process of delegating authority from the Board to the Director. If the language is not updated, many sections of the rules currently point to the governor.

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

Inaction will result in the statute being the sole legal reference for Tribes to apply directly to the State Board of Education. There are no explicit timelines or tribal charter school delegations to the Department in the statute.

Modernizing Language: If the language is not updated, many sections of the rules currently point to the governor where that is not the intent. The Department would need to work with the State Board of Education to establish other forms of delegations.

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?

There are three new components to the OARs proposed to Division 26.

1. Definitions:
   - **"Tribal Applicant"** is added to clarify when a rule applies only to Tribes.
   - **"Public Charter School Governing Body"** is added to clarify the three different types of governing bodies. The proposed definition allows the Tribe to define the group that will be the governing body for their charter school.

2. New Sections for Tribal Applicants to the State Board of Education:
   - **Public Charter School Proposal Submission and Completeness (Tribal Proposal to State Board of Education)** – This section largely mirrors the same timelines and requirements that all public charter school applicants and sponsors must follow. It does include a 45-day notice of intent to the State Board of Education which will include the proposed location of the Tribal charter school and the school district that will be partnered with the Tribe. Where a tribal charter school sponsored by the State Board of Education is located will impact which school district is going to partner with the Tribe. The timelines in the OARs allow time for the Department to review this with the Tribe prior to notice to the school district. This section delegates the process to the Department.
   - **Public Charter School Proposal Review (Tribal Proposal to State Board of Education)** – This section also mirrors the same timelines and requirements that all public charter school applicants and sponsors must follow. The rules do include an allowance for the State Board of Education to extend timelines to align with the scheduled meetings of the Board as needed. The section also delegates the process to the Department.
3. Amendments throughout sections to modernize language around delegations:
   - **Delegations –** The OARs include updates throughout to replace "Superintendent of Public Instruction" with the "Director of the Oregon Department of Education or director's designee" to align with current practice and historical meaning. This will allow the Department to continue its current practices related to public charter schools as work on behalf of the State Board through a formal process of delegating authority from the Board to the Director.

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?

To honor Tribal sovereignty, the Department incorporated feedback from the Tribes regarding school district partnerships, the Tribal charter school governing body, and appeals. The OARs do not add additional requirements or steps for Tribes that other charter school applicants might need to comply with.

As Department staff met with the Tribes, school districts and other education partners, questions and ideas were compiled and will be incorporated in the ongoing Consultation, guidance documents, and technical assistance.

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 Board adopt these permanent OARs to support a clear

and transparent process by which Tribes may submit charter school proposals to the State Board for sponsorship. The OARs are procedural in nature. However, any Tribal charter school sponsored by the State Board of Education will be accountable to the same metrics as other public charter schools and will be choice schools where students may find increased belonging and wellness.

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?**

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

APPENDIX C: TRIBAL CONSULTATION

Appendix C should only be completed if "yes" is selected for question 7. Using plain language, this section should provide additional detail on how the nine federally recognized tribes were formally consulted as part of the development of this item.

1. **Please indicate which of the nine federally recognized tribes in Oregon the Department consulted with.**
   - ☐ Burns Paiute Tribe

☐ Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
☒ Confederated Tribes of Grand Ronde
☐ Confederated Tribes of Siletz
☐ Confederated Tribes of Umatilla Indian Reservation
☐ Confederated Tribes of Warm Springs
☐ Coquille Tribe
☐ Cow Creek Tribe Band of Umpqua
☐ Klamath Tribes
☐ Other: _____

2. **Please describe when and how the Department consulted with the above federally recognized tribes.**

   The Department invited all tribes to engage in a Tribal Consultation with the Department. We formally began a consultation process with Grand Ronde.

3. **Please provide a brief summary of the feedback your office/team received through the consultation process. How did this feedback influence the development of this item?**

   - Interest in maintaining Tribal sovereignty
   - Interest in operating a public school to meet the unique needs of Tribal students
   - Interest in having minimal regulation beyond what is typically required for other public charter schools

4. **What tribal interests were identified through the consultation process? How will Board action impact those interests? How will Board action directly and indirectly impact AI/AN and tribally affiliated students?**

   - Interest in maintaining Tribal sovereignty
   - Interest in operating a public school to meet the unique needs of Tribal students
   - Interest in having minimal regulation beyond what is typically required for other public charter schools

5. **How does Board action support tribal sovereignty? Would inaction by the Board affect relational trust built during the consultation process and, if so, how?**

   The current law does not fully consider tribal sovereignty as defined by a Tribe, and the Department has heard that the current language of HB 3953 (2025) may not meet the current or future desires or needs of the Tribes. Because of the historical and current experience with

the U.S. education system, generally and locally, some Tribes want full sovereignty and autonomy in operating publicly funded schools. As the Tribes, school districts, and the Department continue to move forward implementing this law, the Tribes have asked that we honor their sovereignty to the fullest extent possible.

APPENDIX D: TRIBAL COMMUNICATION

Appendix D should only be completed if "yes" is selected for question 7. Using plain language, this section should provide additional detail on how the nine federally recognized tribes were formally communicated with as part of the development of this item.

1. **Please indicate which of the nine federally recognized tribes in Oregon the Department communicated with.**
   - ☐ Burns Paiute Tribe
   - ☐ Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
   - ☒ Confederated Tribes of Grand Ronde
   - ☐ Confederated Tribes of Siletz
   - ☐ Confederated Tribes of Umatilla Indian Reservation
   - ☐ Confederated Tribes of Warm Springs
   - ☐ Coquille Tribe
   - ☐ Cow Creek Tribe Band of Umpqua
   - ☐ Klamath Tribes
   - ☐ Other: _____

2. **Please describe when and how the Department communicated with the above federally recognized tribes.**

   The Department held an engagement session with the nine federally recognized tribes invited/included. We also have been in conversation with the Confederated Tribes of Grand Ronde for technical assistance in relation to the creation of a tribal charter school.

ORS 338
HB 3953

Division 26
PUBLIC CHARTER SCHOOLS

581-026-0005
Definitions
(1) “Applicant”: An applicant means any person or group that develops and submits a written proposal for a public charter school to a sponsor that is not a tribal applicant.
(2) “Tribal Applicant”: A tribal applicant means any federally recognized Indian tribe in Oregon that develops and submits a written proposal for a public charter school to a sponsor.
(32) "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).
(43) “Interscholastic activities”: Athletics, music, speech and other similar or related activities:
(a) That are operated by the public charter school or school district;
(b) That are not part of the public charter school student’s comprehensive instructional program; and
(c) For students in grade kindergarten through grade eight, that are offered only before or after regular school hours; and
(d) For students in grade nine through grade 12, those sanctioned by the Oregon School Activities Association (OSAA).
(54) “Public Charter School”: A public charter school means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between a sponsor and an applicant or tribal applicant and operating pursuant to ORS 338.
(6) “Public Charter School Governing Body”: Means:
(a) The 501c3 and Oregon Nonprofit board of directors for a charter school required to comply with ORS 338.035(2)(a)(B) and (C);
(b) A school district board when the charter school is not required to comply with ORS 338.035(2)(a)(B) and (C); or
(c) A tribal board, council, or committee designated by the Tribe for a charter school established under ORS 338.035(2)(b)(C).
(75) “Sponsor”: A sponsor of a public charter school means:
(a) The board of the common school district or the union high school district in which the public charter school is located that has developed a written charter with an applicant to create a public charter school.
(b) The State Board of Education pursuant to ORS 338.075.
(86) “Virtual Public Charter School”: A public charter school as defined in ORS 338.005(6) and 581-026-0300.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338

History:
ODE 30-2018, amend filed 09/26/2018, effective 09/26/2018

ODE 23-2018, amend filed 06/27/2018, effective 06/28/2018
ODE 8-2018, amend filed 03/02/2018, effective 03/03/2018
ODE 10-2014, f. & cert. ef. 2-19-14

581-026-0050

Public Charter School Proposal Submission and Completeness (Proposal to School Districts)

(1) An applicant or tribal applicant must submit proposals to the local school district board and the State Board of Education.

(2) Upon receipt of a proposal from an applicant or tribal applicant, the school district board will determine whether the proposal addresses, at least minimally, all of the required components as set out in ORS 338.045(2) and (3). Within 30 business days of the receipt of a proposal, the school district will notify the applicant or tribal applicant as to the completeness of the proposal. A proposal that included, for example, a reprinting of the charter school statutes as its response to a required component, would not minimally address that component and would not be complete. A proposal that addressed a required component based on an incorrect budget assumption or in a manner that is unsatisfactory to the local school district would nonetheless be complete.

(a) If the district deems a proposal to be incomplete, the district must identify the specific elements that are not complete and provide a reasonable opportunity to complete the proposal.

(b) The district may disapprove the proposal if the applicant or tribal applicant does not provide a proposal that is complete within the reasonable opportunity as provided in subparagraph (a) of this paragraph.

(c) For a proposal that has been disapproved under (b), the applicant or tribal applicant may appeal the decision to the State Board of Education within 30 days of the disapproval. The State Board may review the proposal only for completeness and may determine that the proposal is:

(A) Not complete and uphold the decision of the school district board; or

(B) Complete and remand the proposal to the school district for consideration.

(3) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to conduct a timely appeal process. This delegation includes issuing a final order. An order issued by the director or the director's designee~~Superintendent or designee~~ shall be considered an order in other than a contested case under ORS 183.484. The final order shall:

(a) Uphold the decision of the school district board; or

(b) Remand the proposal to the school district for consideration.

(4) The director or the director's designee~~Superintendent~~ shall issue a final order within 30 days of receiving the notice of appeal from the applicant. The director or the director's designee~~Superintendent~~ shall send a copy of the final order to the applicant or tribal applicant and the school district.

Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.055

History:
Renumbered from 581-020-0301, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 11-2010, f. & cert. ef. 6-30-10
Reverted to ODE 13-2000, f. & cert. ef. 5-3-00
ODE 15-2009(Temp), f. & cert. ef. 12-10-09 thru 6-8-10
ODE 13-2000, f. & cert. ef. 5-3-00

581-026-0055

Public Charter School Proposal Review and Resubmission (Proposal to School Districts)

(1) Within 60 days after the notification to the applicant or tribal applicant of the school district's receipt of a completed proposal or a final order issued by the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction~~ remanding the proposal to the school district for consideration, the school district board must hold a public hearing on the proposal in accordance with Oregon public meeting laws (ORS 192.610 through 192.695, 192.710, and 192.990).

(2) The school district board must evaluate the proposal in good faith using the following criteria:

(a) Demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (1) above;

(b) Demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system in place at the time the school begins operating;

(c) Capability of the applicant, in terms of support and planning, to provide students with comprehensive instructional programs;

(d) Capability of the applicant, in terms of support and planning, to provide academically low achieving students with comprehensive instructional programs;

(e) The adequacy of the information provided as required by ORS 338.45 (2) and (3);

(f) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district where the public charter school is located;

(g) Whether there are arrangements for any special education and related services for children with disabilities pursuant to ORS 338.165;

(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and

(i) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

(3) Within 30 days of the public hearing, the school district board must either approve or deny the proposal. Written notice of the decision must be sent to the applicant~~s~~ or tribal applicant. Such notice must include reasons and suggestions for remediation for all proposals that are denied. The school district board may provide a reasonable opportunity to resubmit the proposal.

(4) An applicant or tribal applicant may amend and resubmit the proposal to the school district board.

(5) The local school board must approve or disapprove the resubmitted proposal within 30 days of receipt.
(6) An applicant or tribal applicant whose resubmitted proposal is not approved by the local school board may request a review of that decision by the State Board of Education within 30 days of the disapproval. When the State Board of Education receives an appeal under this subsection, the board may review the resubmitted proposal only to determine whether:
(a) The school district board used the process required by OAR 581-026-0050 and 581-026-0055 in denying the proposal;
(b) The resubmitted proposal meets the criteria described in subsection (2) of this rule; and
(c) The reasons stated by the school district board for the denial are valid and align with the criteria described in subsection (2) of this rule.
(7) The State Board of Education delegates to the director or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to conduct a timely appeal process. This delegation includes issuing a final order. An order issued by the director or the director's designee~~Superintendent or designee~~ shall be considered an order in other than a contested case under ORS 183.484. The final order shall:
(a) Uphold the decision of the school district board to disapprove the resubmitted proposal; or
(b) Remand the resubmitted proposal to the school district board for reconsideration.
(8) The director or the director's designee~~Superintendent~~ shall issue a final order within 30 days of receiving the notice of appeal from the applicant or tribal applicant. The director or the director's designee~~Superintendent~~ shall send a copy of the final order to the applicant or tribal applicant and the school district.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.055

History:
ODE 10-2014, f. & cert. ef. 2-19-14

581-026-0060
Public Charter School Proposal Reconsideration (Proposals to School Districts)
Within 60 days of a final order issued by the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction~~ remanding the resubmitted proposal to the school district for reconsideration, the school district board must evaluate the resubmitted proposal in good faith using the following criteria:
(1) Demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under OAR 581-026-0055 (1);
(2) Demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system in place at the time the school begins operating;
(3) Capability of the applicant, in terms of support and planning, to provide students with comprehensive instructional programs;

(4) Capability of the applicant, in terms of support and planning, to provide academically low achieving students with comprehensive instructional programs;
(5) The adequacy of the information provided as required by ORS 338.045 (2) and (3);
(6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district where the public charter school is located;
(7) Whether there are arrangements for any special education and related services for children with disabilities pursuant to ORS 338.165;
(8) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and
(9) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
(10) The school district board must either approve or deny the resubmitted proposal. Written notice of the decision must be sent to the applicants or tribal applicant. Such notice must include reasons and suggestions for remediation for all proposals that are denied.
(11) An applicant or tribal applicant whose resubmitted proposal that has been reconsidered by the school district board and disapproved, may request the State Board of Education review the decision under the procedure set out in OAR 581-026-0065.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.055

History:
ODE 10-2014, f. & cert. ef. 2-19-14

581-026-0065
Appeal Process (Proposals to School Districts)
(1) An applicant or tribal applicant whose resubmitted proposal to start a public charter school is disapproved following reconsideration may request the State Board of Education review the decision of the school district board within 30 days of the disapproval.
(2) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designeeSuperintendent of Public Instruction or designee all administrative functions necessary or reasonable in order to conduct review. This delegation to the director or the director's designeeSuperintendent includes, but is not limited to:
(a) Determining the form, contents and timelines of the petition for review;
(b) Determining the records required for review and ordering the production of those records from either the applicant or school district board and establishing timelines for the production of those records;
(c) Requiring the applicant, or tribal applicant, or school district board to respond to written or oral inquiries related to board review; and
(d) Determining at any time during the review process to reject a review request if in the judgment of the director or the director's designeeSuperintendent, the applicant fails to reasonably comply with the administrative review processes of the Director of the Oregon Department of Education or the director's designeeSuperintendent.

(3) The director or the director's designee~~Superintendent~~ may review the decision only to determine whether:
(a) The school district board used the process required OAR 581-026-0060; and
(b) The proposal meets the criteria described in OAR 581-026-0060 (1); and
(c) The reasons stated by the school district board for the denial are valid and align with the criteria described in OAR 581-026-0060 (1).
(4) Following a review described in (9), the State Board of Education may:
(a) Uphold the decision of the school district board to disapprove the resubmitted proposal;
(b) Remand the resubmitted proposal to the school district board for reconsideration if the school district board and the applicant or tribal applicant agree to the remand; or
(c) Consider becoming the sponsor of the public charter school if the applicant agrees to the sponsorship.
(5) At the conclusion of the administrative review process the director or the director's designee~~Superintendent~~ shall recommend in writing to the State Board to:
(a) Uphold the decision of the school district board to disapproved the resubmitted proposal; or
(b) Remand the resubmitted proposal to the school district board for reconsideration if the school district board and the applicant or tribal applicant agree to the remand; or
(c) Sponsor the public charter school upon the terms in the proposal or upon such other terms specified.
(6) The State Board will consider the recommendation of the director or the director's designee~~Superintendent~~ and any other information it deems relevant and determine based on the requirements of ORS 338 to have the State Board sponsor the public charter school.
(a) If the State Board decides to consider the recommendation of the director or the director's designee~~Superintendent~~ to sponsor the public charter school, the State Board will complete a rigorous evaluation of the proposal as defined in State Board policy.
(7) The decision of the State Board to uphold the school district board decision to disapproved the resubmitted proposal will be based on substantial evidence in the record and will be made within 75 days of receipt by the State Board of the director's or the director's designee's~~Superintendent's~~ recommendation, unless extended for good cause.
(8) An applicant or tribal applicant may seek judicial review of an order of the State Board of Education pursuant to ORS 183.484.
Statutory/Other Authority: ORS 326.051 & 338.025
Statutes/Other Implemented: ORS 338.075

History:
ODE 48-2014, f. & cert. ef. 12-17-14
Renumbered from 581-020-0331, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 21-2012, f. & cert. ef. 8-1-12
Reverted to ODE 10-2002, f. & cert. ef. 4-12-02
ODE 5-2004(Temp), f. & cert. ef. 3-15-04 thru 9-1-04
ODE 10-2002, f. & cert. ef. 4-12-02
ODE 13-2000, f. & cert. ef. 5-3-00

OAR 581-026-XXXX

Public Charter School Proposal Submission and Completeness (Tribal Proposal to State Board of Education)

(1) A tribal applicant may submit proposals directly to the State Board of Education for consideration.

(a) A tribal applicant must submit a notice of intent to apply to the State Board of Education at least 45 days prior to submitting a proposal to the State Board of Education. The notice must identify the proposed location of the charter school and the school district the tribal applicant intends to provide notice to in in paragraph (2) of this section.

(b) A tribal applicant must submit a proposal at least 180 days prior to the date on which the public charter school would begin operating.

(2)(a) A tribal applicant that intends to submit a proposal directly to the State Board of Education, must provide a written notice to the school district according to ORS 338.075(4)(b)(C).

(b) Notice must be provided to the school district at least 30 days prior to submitting a proposal to the State Board of Education.

(3) Proposals submitted by tribal applicants to the State Board shall minimally include the proposal requirements listed in ORS 338.045. If the State Board adds additional proposal requirements, it will publish these requirements by July 1 each year and provide technical assistance to interested tribal applicants.

(4) Upon receipt of a proposal from a tribal applicant, the State Board of Education will determine whether the proposal addresses, at least minimally, all of the required components as set out in ORS 338.045(2) and (3). Within 30 business days of the receipt of a proposal, the State Board of Education will notify the tribal applicant as to the completeness of the proposal. A proposal that included, for example, a reprinting of the charter school statutes as its response to a required component, would not minimally address that component and would not be complete. A proposal that addressed a required component based on an incorrect budget assumption or in a manner that is unsatisfactory to the State Board of Education would nonetheless be complete.

(a) If the State Board of Education deems a proposal to be incomplete, the State Board of Education must identify the specific elements that are not complete and provide a reasonable opportunity to complete the proposal.

(5) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee all administrative functions necessary or reasonable in order to receive charter school proposals from tribal applicants. This delegation to the director or the director's designee includes determining the form, contents, procedures, timelines, and conducting a timely review. This delegation includes issuing a final order. An order issued by the director or the director's designee shall be considered an order in other than a contested case under ORS 183.484.

Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.055

OAR 581-026-XXXX

Public Charter School Proposal Review and Approval (Tribal Proposal to State Board of Education)

(1) Within 60 days after the notification to the tribal applicant of the State Board of Education's receipt of a completed proposal, the State Board of Education school must hold a public hearing on the proposal in accordance with Oregon public meeting laws (ORS 192.610 through 192.695, 192.710, and 192.990).

(2) The State Board of Education must evaluate the proposal in good faith using the following criteria in ORS 338.055(3).

(3) Within 30 days of the public hearing, the State Board of Education must either approve or deny the proposal. Written notice of the decision must be sent to the tribal applicant. Such notice must include reasons and suggestions for remediation for all proposals that are denied. The State Board of Education may provide a reasonable opportunity to resubmit the proposal.

(4) A tribal applicant may amend and resubmit the proposal to the State Board of Education.

(5) The State Board of Education must approve or disapprove the resubmitted proposal within 30 days of receipt.

(6) The State Board of Education may extend timelines when needed to accommodate the State Board of Education's schedule of meetings.

(7) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee all administrative functions necessary or reasonable in order to conduct a timely review. This delegation includes issuing a final order. An order issued by the director or the director's designee shall be considered an order in other than a contested case under ORS 183.484.

Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.055

581-026-0100

Development and Execution of a Charter

(1) The State Board or a school district board that approves a proposal will be considered the sponsor of the public charter school defined in the proposal.

(2) An applicant or tribal applicant whose proposal has been approved by the sponsor must, in cooperation with the sponsor, prepare and execute a charter that addresses, at a minimum, the information that is included in the proposal and:

(a) State any reasonable pre-opening requirements or conditions for the public charter school to ensure they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;

(b) State how the public charter school shall receive any state and federal funds distributed to districts other than the negotiated percentage of the charter school rate as required by ORS 338.155;

(c) Establish the performance standards under which the public charter school will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;

(d) Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation;
(e) Include expectations for appropriate access, education support services, and coordination with the district in which the public charter school is located for students who may qualify for additional education services; and
(f) Include clear, measurable performance standards to judge the effectiveness of mission-specific performance measure and metrics that credibly demonstrate the public charter school's success in fulfilling is mission and serving its students.
(3) Notwithstanding subsection (2), an applicant and sponsor may agree to change elements of the proposal prior to including them in the charter and may agree to exclude elements of the proposal from the charter or to include new elements in the charter by mutual agreement of the school district board and the applicant.
(4) An initial charter may be in effect for no more than five years and may be renewed by the sponsor.
(5) The first renewal of a charter must be for the same number of years as the initial charter.
(6) Subsequent renewals of a charter must be for a minimum of five years but may not exceed 10 years.
(7) A sponsor and the charter school governing body may amend a charter at any time by joint agreement.
(8)(a) A public charter school must submit a copy of the executed or amended charter to the Oregon Department of Education.
(b) Upon executing an initial charter the public charter school must also submit to the Oregon Department of Education evidence of the charter school's governing board Oregon nonprofit status under ORS 65~~state~~ and federal 501c3 nonprofit status.
Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: Ch. 200 & OL 1999 (SB 100)

History:
ODE 5-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 30-2018, amend filed 09/26/2018, effective 09/26/2018
Renumbered from 581-020-0311, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 13-2000, f. & cert. ef. 5-3-00

581-026-0110
Public Charter School Mediation Provided by the State Board of Education
(1) If the school district board and the applicant or tribal applicant are unable to agree on a change during the proposal or chartering process, the school district board, ~~or~~ the applicant, or tribal applicant may request mediation by the State Board of Education.
(2) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to conduct mediation. The director or the director's designee~~Superintendent or designee~~ shall follow the procedures and timelines required by this rule. This delegation to the director or the director's designee~~Superintendent or designee~~ includes, but is not limited to:

(a) Determining the form, contents, and timelines of the mediation; and
(b) Determining the records required for mediation and ordering the production of those records from the school district board, applicant, tribal applicant, or public charter school governing body and establishing timelines for the production of those records.
(3) If the school district board and the applicant or tribal applicant are unable to reach an agreement following mediation as provided in this section of rule, the most recent proposal submitted without the change that was the subject of mediation shall be the proposal the school district board and applicant or tribal applicant address in the next step of the proposal or chartering process following the point at which mediation began.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.055

History:
ODE 10-2014, f. & cert. ef. 2-19-14

581-026-0125
Timeline Extensions
Consistent with ORS 326.111, the State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction or the Superintendent's designee~~ the authority to grant extensions of timelines. The director or the director's designee~~Superintendent or designee~~ may grant an extension, upon request from a school district, if the district has good cause for requesting an extension of the timeline for:
(1) The charter approval process under ORS 338.055; or
(2) The charter renewal process under ORS 338.065.
Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 326.111

History:
ODE 10-2014, f. & cert. ef. 2-19-14

581-026-0130
Procedure to Waive Certain Provisions of the Charter School Law
(1) A public charter school may petition the State Board of Education for a waiver of any provision of ORS 388. The written petition must specify the reason(s) the charter school is seeking the waiver and any other relevant information.
(2) The public charter school must notify the sponsor if a waiver under this section is being considered. Waivers granted by the State Board to a charter school may require amending the charter under the provisions of OAR 581-026-0100 (7).
(3) The State Board of Education, upon receipt of a waiver petition, will review the petition and may grant the waiver upon a showing that approving the waiver would:
(a) Promote the development of programs by providers;
(b) Enhance the equitable access by underserved families to the public education of their choice;

(c) Extend the equitable access to public support by all students; or
(d) Permit the development of high quality programs of unusual cost.
(4) The State Board of Education may not waive ~~any review provision under the Act or~~ any provision under ORS 338.115(1)(a) to (aa), 338.120, 338.125 (5), 338.135 (2)(b) or 339.122.
Statutory/Other Authority: ORS 3263.051
Statutes/Other Implemented: Ch. 200 & OL 1999(SB 100)

History:
ODE 48-2014, f. & cert. ef. 12-17-14
ODE 10-2014, f. & cert. ef. 2-19-14

581-026-0200
Financial Management System
(1) A charter school applicant or tribal applicant must include a description of a financial management system within the proposal submitted to the local school district board or the~~and the~~ State Board of Education.
(2) A public charter school must have in place a financial management system at the time the school begins operation.
(3) A financial system used by a public charter school must include a budget and accounting system that:
(a) Is compatible with the budget and accounting system of the sponsor of the school;
(b) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338

History:
Renumbered from 581-020-0334, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 16-2011, f. & cert. ef. 12-15-11
ODE 11-2010, f. & cert. ef. 6-30-10

581-026-0210
Annual Financial Reporting
(1)(a) A public charter school required to comply with ORS 338.035(2)(a)(B) and (C) or established by a tribal applicant shall have an annual audit of the accounts of the public charter school prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990.
(b) A public charter school that meets the definitions and criteria in ORS 338.035(6)(b) (A), (B), (C) and (D), may be treated as the same legal entity as the school district and is not required to submit a separate audit. The public charter school must comply with OAR 581-026-0200 and must be included in the audit of the sponsoring district. The district audit for the public charter school must minimally include:
(A) An audit of all accounts and funds associated with the public charter school;

(B) A summary of significant accounting policies, cash and investments, and internal controls; and
(C) A statement of activities and a balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
(2) After an audit, the public charter school shall forward a copy of the annual audit to the Department of Education.
(3) After an audit, the public charter school shall forward the following to the sponsor:
(a) A copy of the annual audit;
(b) Any statements from the public charter school that show the results of all operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
(c) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.095
History:
ODE 19-2015, f. & cert. ef. 12-18-15
ODE 48-2014, f. & cert. ef. 12-17-14
Renumbered from 581-020-0336, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 17-2011, f. 12-15-11, cert. ef. 1-1-12
ODE 11-2010, f. & cert. ef. 6-30-10

581-026-0305
Virtual Public Charter School Student Enrollment
(1) As used in this rule:
(a) “Notice” means a written notice that is mailed, faxed, e-mailed or personally delivered by the party required to provide the notice.
(b) “Parent” means parent, legal guardian or person in parental relationship as defined in ORS 339.133.
(c) “Reside in a school district” means the school district in which the student’s parent resides.
(d) “School district” means a school district in which more than three percent of the students who reside in the school district are enrolled in one or more virtual public charter schools.
(e) “Student” means a student who seeks to enroll in a virtual public charter school on or after August 2, 2011.
(f) “Virtual public charter school” is as that term is defined in OAR 581-026-0300.
(2) A parent must provide notice to the school district in which the parent resides that the parent intends to enroll a student in a virtual public charter school. Upon receiving the notice, a school district may choose to do nothing further until receiving notice the student is enrolled in the school or if more than three percent of the students who reside in the school district are enrolled in virtual public charter schools not sponsored by the district, the district must provide notice to the parent that the district:
(a) Approves the student for enrollment in the virtual public charter school; or

(b) Does not approve the student for enrollment in the virtual public charter school.
(3) A school district that does not approve a student for enrollment in a virtual public charter school must provide the parent and student the following:
(a) A copy of this rule and OAR 581-026-0310
(b) A list of two or more other online options available to the student, and
(c) The percentage of students in the school district that attend virtual public charter schools that are not sponsored by the school district, based on the most recent calculation at the time the intent to enroll was received by the district.
(4) If a parent does not receive a notice of approval or disapproval from a school district under subsection (2) of this rule within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.
(5) A parent may appeal a decision of a school district to not approve a student for enrollment to the State Board of Education pursuant to OAR 581-026-0310.
(6) A virtual public charter school may only enroll a student if the school receives evidence the student's parent has notified the resident school district of the student's intent to enroll in the school. A school shall consider any of the following as evidence the resident school district received adequate notice:
(a) A copy of the notice of intent to enroll sent to the district by the parent;
(b) A notice of approval for enrollment from the district; or
(c) A copy of a final order issued by the Director of the Oregon Department of Education or the director's designee~~Superintendent~~ pursuant to OAR 581-026-0310 that finds that the student is approved for enrollment in the school.
(7) A virtual public charter school shall send a list of students to each school district in which a student who is enrolled in the school resides. The list shall be sent monthly when the virtual school is in session.
(a) The first list of the school year must be sent on or before the fifteenth day of school for the virtual public charter school.
(b) Lists must minimally include the student identification number, address, grade and must be in a tabular data format compatible with widely used spreadsheet software, allowing for organized data presentation and manipulation through rows and columns.
(8) If a school district chooses to not approve a student for enrollment in a virtual public charter school under this section, the district must have a policy that at a minimum includes the following:
(a) The semiannual dates that the school district used to calculate whether or not three percent or more of the students who reside within the district are enrolled in a virtual public charter school.
(b) The description of the data used by the school district to calculate the number of students who reside in the district and the number of students who are enrolled in virtual public charter schools. A school district is only required to use data that is reasonably available to the district including but not limited to:
(A) The number of students enrolled in the schools of the school district;
(B) The number of students enrolled in virtual and non-virtual public charter schools located in the school district;

(C) The number of students enrolled in virtual public charter schools not sponsored by the district;
(D) The number homeschooled students who reside within the district and who have registered with an education service district; and
(E) The number of students enrolled in private schools located within the school district.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.125

History:
ODE 5-2024, amend filed 02/16/2024, effective 02/16/2024
Renumbered from 581-020-0342, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 19-2011, f. & cert. ef. 12-15-11
ODE 11-2011(Temp), f. & cert. ef. 8-23-11 thru 2-19-12

581-026-0310
Virtual Public Charter School Student Enrollment Appeal Procedure
(1) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to conduct a timely appeal process. This delegation includes issuing a final order. An order issued by the director or the director's designee~~Superintendent or designee~~ shall be considered an order in other than a contested case under ORS 183.484.
(2) A parent may appeal a decision of a school district to not approve enrollment of a student in a virtual public charter school under OAR 581-026-0305 by sending a notice of appeal in writing by mail, fax or e-mail or by personally delivering a copy to the director or the director's designee~~Superintendent of Public Instruction~~. The notice must be received by the director or the director's designee~~Superintendent~~ within 10 days of the date on which the parent received notice from the district, the district did not approve enrollment of a student in a virtual public charter school. The parent must also provide a copy of the notice of appeal and any other supporting documents included with the notice to the school district prior to sending the notice of appeal to the director or the director's designee~~Superintendent~~ or within 24 hours of when the parent sent or delivered the notice of appeal to the director or the director's designee~~Superintendent~~.
(3) The notice of appeal must include:
(a) The parent and student’s name and contact information.
(b) The name of the resident school district.
(c) The name of the virtual public charter school in which the student wants to enroll.
(d) A copy of the notice of intent to enroll provided by the parent to the school district.
(e) A copy of the notice of disapproval of enrollment received by the parent from the school district.
(f) The reason for the appeal and any supporting documents including evidence the parent would like considered as part of the appeal.
(4) A school district upon receiving a notice of appeal from a parent may file a reply to the notice with the director or the director's designee~~Superintendent~~. The reply must be received by the

director or the director's designee~~Superintendent~~ within 10 days of when the school district received a copy of the notice of appeal from the parent. The school district shall provide a copy of the reply and any supporting documents included with the reply to the parent.
(5) The director or the director's designee~~Superintendent~~ shall overturn the decision of the school district to not approve the enrollment of the student if the director or the director's designee~~Superintendent~~ determines that:
(a) The school in which the student intends to enroll is not a virtual public charter school.
(b) The resident school district does not have more than three percent of the resident students of the district enrolled in virtual public charter schools not sponsored by the district.
(c) The parent did not receive the notice of disapproval from the district within 10 days of when the parent sent the district the notice of intent to enroll.
(6) The director or the director's designee~~Superintendent~~ may consider the following in deciding whether to uphold or overturn a decision of the school district to not approve the enrollment of a student:
(a) The health and safety of the student.
(b) The student's educational needs and interests.
(c) The availability of other online options to the student.
(d) Any other information that the director or the director's designee~~Superintendent~~ deems relevant to the decision.
(7) The director or the director's designee~~Superintendent~~ shall issue a final order within 14 days of receiving the notice of appeal from the parent. The director or the director's designee~~Superintendent~~ shall send a copy of the final order to the parent, the school district and the virtual public charter school.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.125

History:
ODE 5-2024, amend filed 02/16/2024, effective 02/16/2024
Renumbered from 581-020-0343, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 19-2011, f. & cert. ef. 12-15-11
ODE 11-2011(Temp), f. & cert. ef. 8-23-11 thru 2-19-12

581-026-0400
Process to Renew Charter
(1) A public charter school governing body must request renewal of the charter (contract) by the sponsor in writing at least 180 days before expiration of the charter.
(2) When a sponsor has received a written request from a public charter school governing body, the sponsor must schedule and hold a public hearing on the renewal request within 45 days from the receipt of the request for renewal.
(3) Within 30 days after the public hearing, the sponsor must either:
(a) Renew the charter; or
(b) State in writing the reasons for denying the renewal of the charter.
(4)(a) A sponsor must base its decision to renew or not renew a charter on a good faith evaluation of whether the charter school:

(A) Is in compliance with state and federal laws;
(B) Is in compliance with the terms of the prior charter;
(C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;
(D) Is fiscally stable and evidence that a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter was used; and
(E) Is in compliance with any renewal criteria specified in the previous charter, if any.
(b) As used in this section, "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.
(5) The sponsor must base the evaluation described in subsection (4) of this rule primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.
(6)(a) If the sponsor renews the charter, the sponsor and public charter school governing body shall negotiate in good faith a new charter within 90 days after the date on which the sponsor approved the renewal of the charter, unless both parties agree to an extension of time.
(b) If the sponsor and the charter school governing body have not executed a new charter agreement within 90 days after the date on which the sponsor approved the renewal of the charter or an alternative date agreed to by both parties, the expiring charter shall remain in effect until a new charter is negotiated.
(c) As used in this section, "negotiate in good faith" means to negotiate with an honest exchange of the facts of the matters under consideration with a view to obtaining agreement of each of the parties involved.
(7) If the sponsor does not renew the charter, the public charter school governing body may address the reasons for nonrenewal and resubmit its request to the sponsor within 30 days after the date on which the sponsor notified the public charter school governing body of the decision not to renew the charter. If a sponsor receives a revised request under this section, the sponsor shall review the request using the process required by subsections (2) to (6) of this rule. A public charter school governing board may only submit a revised request once under this section unless otherwise specified by the sponsor.
(8) Notwithstanding subsections (1) to (7) of this rule, a sponsor and a public charter school governing body may agree in the charter of the school to a timeline for renewing the charter that is different from the timeline required by subsections (1) to (7) of this rule.
(9) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to determine if the charter of a school sponsored by the state board should be renewed. The director or the director's designee~~Superintendent or designee~~ shall follow the procedures and timelines required by this rule. This delegation to the director or the director's designee~~Superintendent or designee~~ includes, but is not limited to:
(a) Determining the form, contents, and timelines of the renewal;

(b) Determining the records required for determining the renewal and ordering the production of those records from the public charter school governing body and establishing timelines for the production of those records;
(c) Requiring the charter school governing body to respond to written or oral inquiries related to the sponsorship;
(d) Delegating the sponsorship function to Department of Education staff or a hearings officer to conduct a hearing and to issue a proposed order; and
(e) Issuing a final order.
(10) If the sponsor does not renew the charter based on the revised request for renewal submitted under subsection (7) of this rule, the public charter school governing body may:
(a) If the sponsor is a school district, appeal the decision of the sponsor to the State Board of Education under OAR 581-026-0405.
(b) If the sponsor is the State Board of Education, seek judicial review of the final order under ORS 183.484.
(11) A public charter school must submit a copy of the renewed charter to the Oregon Department of Education.
Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 338.065

History:
ODE 5-2024, amend filed 02/16/2024, effective 02/16/2024
Renumbered from 581-020-0359, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 35-2013, f. & cert. ef. 12-18-13
ODE 11-2010, f. & cert. ef. 6-30-10
Reverted to ODE 9-2008, f. & cert. ef. 3-21-08
ODE 15-2009(Temp), f. & cert. ef. 12-10-09 thru 6-8-10
ODE 9-2008, f. & cert. ef. 3-21-08

581-026-0405
Appeal of Sponsor's Decision Not to Renew a Charter
(1) Within 30 days of receiving notice from a sponsor that the sponsor has decided not to renew the charter (contract) based on a revised request for renewal, a public charter school governing body may request the State Board of Education review the decision by the sponsor not to renew a charter. Any notice of a request for State Board review must be made in writing and be delivered to the State Board of Education and the business address of the sponsor.
(2) The decision of a sponsor not to renew a charter must be based on a good faith evaluation of the factors set out in ORS 338.065(6) and must utilize the process set out in 338.065(4) and OAR 581-026-0400.
(3) The State Board, Director of the Oregon Department of Education or the director's designee~~State Superintendent or designee~~ will review the decision of a sponsor not to renew a charter for compliance with the requirements of subsection (2) of this rule.
(4) The State Board of Education delegates to the director or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to conduct a timely review of the decision of the sponsor to not renew a

charter. This delegation to the director or the director's designee~~Superintendent~~ includes, but is not limited to:
(a) Determining the form, contents, and timelines of the petition for review;
(b) Determining the records required for review and ordering the production of those records from either the public charter school governing body or school district board and establishing timelines for the production of those records;
(c) Requiring the public charter school governing body or school district board to respond to written or oral inquiries related to board review;
(d) Delegating the review function to department staff or a hearings officer conduct the review and issue a proposed order; and
(e) Issuing a final order.
(5) If the director or the director's designee~~State Superintendent or designee~~ finds that the sponsor made the decision to not renew a charter based on a good faith evaluation of the factors set out in ORS 338.065(6) and utilized the process set out in 338.065(4), a final order will be issued to uphold the decision of the sponsor.
(6) If the director or the director's designee~~State Superintendent or designee~~ finds that the sponsor did not make the decision to not renew a charter based on a good faith evaluation of the factors set out in ORS 338.065(6), did not utilize the process set out in 338.065(4) or both, a final order will be issued to order the sponsor to reconsider the request for renewal utilizing the process and requirements set out in OAR 581-026-0400.
(7) The Director of the Oregon Department of Education or the director's designee~~State Superintendent or designee~~ shall issue the final order within 60 days from the receipt of the request for review, unless both parties agree to a different timeline.
(8) If a school district on reconsideration ordered under subsection (6) of this rule does not renew the charter, the sponsor's decision may be appealed under the provisions of ORS 183.484.
(9) A charter school that requested renewal of its charter by the sponsor in writing at least 180 days before expiration of the charter shall remain open under the terms of its charter, unless otherwise agreed to by the charter school and the sponsor, until one or more of the following occurs:
(a) The sponsor and the charter school execute a new charter.
(b) The sponsor denies the renewal of the charter and the time period for the charter school to resubmit a renewal request or appeal the decision to the State Board of Education has lapsed.
(c) The Director of the Oregon Department of Education or the director's designee~~State Superintendent or designee~~ issues a final order to uphold the decision of the sponsor to not renew.
(d) The Director of the Oregon Department of Education or the director's designee~~State Superintendent or designee~~ issues a final order that orders the school district to reconsider the decision to non-renew and the school district again notifies the charter school of a nonrenewal.
(e) A court orders the closure of the school.
(f) The charter of the school is terminated under ORS 338.105 and OARs 581-026-0500 and 581-026-0505.

Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 338.065

History:
Renumbered from 581-020-0361, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 9-2008, f. & cert. ef. 3-21-08

581-026-0505

Process to Appeal Decision by Sponsor to Terminate Charter

(1) A public charter school governing body may request the State Board of Education review the decision to terminate a charter. The State Board of Education's review shall be limited to the grounds for termination as stated by the school district board or sponsor or a plan to correct deficiencies. Any notice of a request for State Board review must be made in writing and be delivered to the State Board of Education and the business address of the sponsor.

(2) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction or designee~~ all administrative functions necessary or reasonable in order to conduct a timely review. This delegation to the Director of the Oregon Department of Education or the director's designee~~Superintendent~~ includes, but is not limited to:

(a) Determining the form, contents, and timelines of the petition for review;

(b) Determining the records required for review and ordering the production of those records from either the public charter school governing body or school district board and establishing timelines for the production of those records;

(c) Requiring the public charter school governing body or school district board to respond to written or oral inquiries related to board review;

(d) Delegating the review function to a hearings officer to hold a contested case hearing under ORS 183. 411 through 183.470 and issue a proposed order; and

(e) Issuing a final order that may be appealed under the provisions of ORS 183.484.

(3) The State Board, or its designee, will where possible, issue its final order within 60 days from the sponsor's notification of intent to terminate as required in ORS 338.105(2). If it is not possible to issue the final order within 60 days, the charter school shall remain open pending issuance of the final order.

(4) The governing body of a public charter school that is closed under the provisions of ORS 338.105(4) may request the State Board of Education, or its designee, to review the decision of the sponsor to terminate the charter and close the public charter school. The State Board of Education, or its designee, will hold a hearing within 10 days of receiving the request for review. The review under this section will be accomplished under the provisions of subsection (2) of this rule and under the timelines set out in ORS 338.105(4) and, to the extent practicable, subsection (3) of this rule.

Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 338.105

History:
ODE 48-2014, f. & cert. ef. 12-17-14
Renumbered from 581-020-0385, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 19-2002, f. & cert. ef. 8-2-02

581-026-0515

Distribution of Assets of a Terminated or Dissolved Public Charter School

(1) Assets of a terminated, closed or dissolved public charter school that were obtained with public funds will be given to the State Board of Education. The State Board of Education, at its discretion, may disburse these assets to school districts or to other public charter schools.
(2) The State Board of Education delegates to the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public instruction or designee~~ all administrative functions necessary or reasonable in order to disburse the assets. This delegation to the Director of the Oregon Department of Education or the director's designee~~Superintendent~~ includes, but is not limited to:
(a) Determining the form, process, and timelines for the disbursement;
(b) Determining the records required for the disbursement; and
(c) Requiring the public charter school governing body or school district board to respond to written or oral inquiries related to the closure and assets of the public charter school.
(3) Assets of a terminated, closed or dissolved public charter that were obtained with grant funds will be disbursed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets, assets of a terminated, closed or dissolved public charter school will be disbursed according to the provision set out in subsection (2) of this rule.
Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 338.015

History:
ODE 153-2019, amend filed 12/16/2019, effective 12/16/2019
Renumbered from 581-020-0395, ODE 10-2014, f. & cert. ef. 2-19-14
ODE 19-2002, f. & cert. ef. 8-2-02

581-026-0600

Public Charter School Facility Location

(1) As used in this rule:
(a) “Written notice” means written notice that is mailed, faxed, e-mailed or personally delivered by the party required to provide the written notice.
(b) “Primary physical address of the public charter school” means the physical location of the public charter school campus located within the boundaries of the sponsoring district, ~~or~~ the district in which the public charter school originally applied under ORS 338.045, or as identified in the proposal submitted under ORS 338.075(4)(b)(B).
(c) “School” means a physical location that is owned, leased, or otherwise used by the public charter school where students receive instruction or educational services. As used in this rule, “school” or “tutoring or testing facility” does not include the student’s home.

(2)(a) For public charter schools sponsored by a school district that establish schools or testing or tutoring facilities that are not located at the primary physical address of the charter school, the district shall retain all responsibility assigned to a sponsor by ORS Chapter 338 and OAR 581-026-0005 to 0515.
(b) Except as provided in subsection (2)(a) of this rule, if a public charter school is sponsored by the State Board of Education, the district in which the primary physical address of the public charter school is located shall retain the responsibilities assigned to a district by ORS 338.155 to 338.165 and described in a contract between the district and the public charter school.
(3) The public charter school must maintain student records, board records, employment records, and other school records at the primary physical address of the public charter school.
(4) The board of a school district that is not the sponsoring school district of the public charter school may file a complaint with the Director of the Oregon Department of Education or the director's designee~~Superintendent of Public Instruction~~ pursuant to ORS 338.130(5)~~Ch. 163, OL 2023~~ against the public charter school if:
(a) The public charter school opens or operates a school or tutoring or testing facility within the boundaries of that district; and
(b) The public charter school did not comply with the provisions of ORS 338.130~~Ch. 163, OL 2023~~.
(5) The complaint must be in writing and may be delivered by mail, fax or e-mail or by personally delivering a copy to the director or the director's designee~~Superintendent of Public Instruction~~ and must contain:
(a) The name of the school district making the complaint;
(b) The name and contact information of a member of the board or district staff person who will act as primary contact for the complaint;
(c) The name of the public charter school operating the school or tutoring or testing facility;
(d) The primary physical address of the public charter school operating the school or tutoring or testing facility;
(e) The physical address of the school or tutoring or testing facility being operated by the public charter school in the offended district; and
(f) A brief statement explaining the facts underlying the complaint.
(6) The school district board must provide written notice of the complaint by mail, fax, e-mail or personal delivery to the public charter school and the sponsoring district on the same date the complaint is provided to the director or the director's designee~~superintendent~~.
(7) Upon receipt of the complaint the director or the director's designee~~superintendent~~ shall schedule a contested case hearing pursuant to ORS 183.413 to 183.470.
(8) Upon a finding that the public charter school has not complied with the provisions of Ch. 163, OL 2023
(a) The director or the director's designee~~superintendent~~ may withhold SSF moneys due to the public charter school under ORS 338.155.
(b) If the director or the director's designee~~superintendent~~ withholds moneys pursuant to paragraph (a) of this subsection, the director or the director's designee~~superintendent~~ shall withhold the moneys until the charter school governing body is in compliance or other date determined by the director or the director's designee~~superintendent~~.

Statutory/Other Authority: ORS 338.025
Statutes/Other Implemented: ORS 332.158 & ch. 338

History:
ODE 5-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 30-2018, amend filed 09/26/2018, effective 09/26/2018
ODE 37-2016, f. & cert. ef. 7-18-16

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Title: Correctional Docket Employment First Legislation: Implementing SB 810
Status: First Reading
Presentation: No (Written Report Only/Consent)
Key Staff: Haedon Brunelle, Shava Feinstein, Crystal Brumfield, Ramonda Olalyoe
Topic Summary: This rulemaking is returning to the State Board of Education for a first read. A clerical filing error was made where OAR 581-015-2100 was filed for amendment instead of OAR 581-015-2930. This item will return in June for another vote by the State Board of Education to amend OAR 581-015-2930.

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?**

   Here is the response from the prior Board docket from the first reading on February 19, 2026:
   Senate Bill 810 takes requirements that exist in executive orders and the Lane v. Brown settlement and codifies them into Oregon statute. The bill has two primary mechanisms related to education:
   1) It mandates ongoing collaboration between ODHS and ODE to expand competitive integrated employment opportunities; and
   2) It explicitly prohibits 'sheltered' or mock sheltered work settings within transition services for students with intellectual or developmental disabilities.

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?**

This statute is prescriptive and does not allow the department flexibility in its implementation. SB 810 (2025) prescribes this work.

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

   Yes. This rule was submitted to the State Board of Education for a first read in February 19, 2026, and had a second read on April 16, 2026.

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

   This rule is returning for a vote as a clerical filing error occurred. In February and April, this rulemaking was part of the rule filing, "Employment First". In the Employment First rulemaking, ODE requested the State Board of Education to revise OARs 581-015-2

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?**

   Implementation of these rule amendments support ODE's commitment to carry out legislation

intended to increase opportunities for youth and students experiencing disabilities, specifically those experiencing intellectual and developmental disabilities (I/DD). The rule changes were reviewed with Vocational Rehabilitation's rule advisor and the State Rehabilitation Council. Even with limited ability to conduct wide public engagement, the engagement process remained centered on those most affected by the rule changes: students with I/DD, their families, and the cross-agency partners who support competitive integrated employment pathways.

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 the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

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 (DELC; 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 Department of Human Services, Vocational Rehabilitation

   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.

   ODE works under a Memorandum of Understanding (MOU) with DHS and VR, which ensures all agencies collaborate and provide input consistent with each agency's Employment First roles.

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)?

Not applicable. This rulemaking will not come to a surprise to any Oregonians.

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?**

    We received feedback recommending grammatical refinements to the proposed rule changes to ensure the language is clear and easy to understand.

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

    This rulemaking is reliant on the processes that occurred from January – April 2026, and the engagements that took place.

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.**

    No anticipated fiscal or administrative impacts.

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?**

Minimal fiscal impact as responsibilities rely on existing staff and resources already in place. ODE has provided guidance, resources, and communication on Employment First and the prohibition of sheltered workshops since 2013.

EQUITY IMPACT ANALYSIS

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?**

    Approval of the proposed rule amendments support ODE's commitment to implementing legislation meant to increase opportunities for youth and students experiencing disabilities, specifically those experiencing intellectual and developmental disabilities.

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?**

    There will not be an impact.

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, Board action will clarify expectations for IEP transition services by aligning OARs with statute. Long term, Board action will help to ensure transition services included meaningful work experiences provided in inclusive setting statewide while supporting equitable post-school outcomes for students with disabilities.

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

    Inaction would leave OARs misaligned with statute, creating potential confusion for districts, charter schools, IEP teams, and partner agencies regarding expectations for transition services.

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?

Proposed rule amendment to add definition of 'Mock sheltered work settings' as defined by Lane v. Brown Settlement (2016) and adding explicit language that this continuum not include sheltered workshops or the newly defined 'mock sheltered work settings'. This ensures that when an IEP team considers placement, these segregated settings are not an option.

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 language responds to identified needs by clarifying key definitions and strengthening grammatical precision based on feedback received during the engagement process, ensuring the rules are easier for districts, families, and partner agencies to understand.

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 Office of Enhancing Student Opportunities (OESO) is recommending the adoption of the rule amendments.

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.

Below, you will find proposed rule language amendments for OAR 581-015-2930. Proposed new language is bold, and proposed rule language is in bracketed italics.

Rule Number: 581-015-2930
Rule Title: Employment-Related Transition Services

Rule Text

(1) This rule establishes the policies of Executive Order No. 15-01, related to the Department of Education's involvement with integrated employment services.

(2) For purposes of this rule, the following definitions apply:

(a) "Education Goals" means the following goals:

(A) Families, students, and educators will have the expectation that individuals with intellectual and developmental disabilities will work in integrated, community-based settings;

(B) Students transitioning to adult services will be prepared to transition to integrated work experiences; and

(C) Statewide systems will be coordinated to reach the goal of integrated employment opportunities as an outcome of students' education.

(b) "Mock sheltered work settings" are prevocational training activities that are:

(A) Conducted during the school day;

(B) Performed only by students with disabilities;

(C) Closely resembles the vocational work tasks performed by adults with intellectual or developmental disabilities or both (I/DD) in Sheltered Workshops, including activities:

(i) designed to fulfill the demands of a contractor, business, charitable organization, school or school district, retail store, or other entity; and

(ii) performed by individuals without compensation or in exchange for subminimum wages; and

(D) Not part of an instructional sequence, such as teaching generalization of skills. Instructional sequence does not include instruction that consists solely of the activities described in all of (A), (B), and (C).

*[b]***(c)** "Transition age student" means a student with disabilities who is eligible for transition services under the Individuals with Disabilities Education Act (IDEA) and OAR 581-015-2200.

*[c]***(d)** "Transition Technical Assistance" is the substance of the work of the Statewide Transition Technical Assistance Network (TTAN) and includes development of competencies for teachers, administrators, and other educational service providers that include:

(A) Developing transition-related curriculum and instructional approaches which are consistent with the Education Goals;

(B) Developing outcome-based transition planning approaches that use precepts of discovery and person-centered planning;

(C) Implementing transition-related instructional approaches for students with disabilities, such as those that are community based, and which may include, but are not limited to, authentic experiences such as internships, mentorships, youth work experiences, job skill related instruction, and job shadowing;

(D) Facilitating and managing interagency teams and resources to help ensure students and families may utilize resources from applicable state agencies, local education agencies, and other available resources; and

(E) Encouraging the implementation of transition services in schools that are consistent with the Education Goals.

(F) Assisting Local Education Agencies to meet the requirements of OAR 581-015-2245 regarding the placement of students.

(3) The Department shall establish a statewide TTAN to assist high schools in Oregon in providing transition services. The TTAN shall seek to ensure that the Education Goals are implemented in assessment, curriculum, and instruction for transition age students.

(4) This rule and its provisions are not intended to expand or replace the obligations of the State or its schools under the IDEA.

Statutory/Other Authority: ORS 343.041, 343.045 & 343.055
Statutes/Other Implemented: ORS 343.041, 343.045 & 343.055 & 343.955

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 5/21/2026
Informational Title: Complaint and Appeals Resolution Process
Presentation: Yes
Key Staff: Emily Nazarov, Stacey Guise, Scott Warnick
Informational Summary: The Oregon Department of Education's Complaint & Appeals Resolution Unit is working to become more efficient in addressing its caseload. Part of this effort will involve amending its governing rules. This presentation will provide an overview of the Unit's work, information on the Unit's current caseload, and a preview of the rule changes the Unit will seek.

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.

OVERVIEW

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Its members are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this informational presentation, including any needed overviews of relevant programs or initiatives

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

   The Oregon Department of Education's Complaint & Appeals Resolution Unit provides students, their families, and members of the public with a process for reviewing their complaints when they are unable to resolve them at the school or district level. The Unit's authority is limited to complaints alleging discrimination, violations of restraint and seclusion law, retaliation, violation of Division 22 standards, and religious entanglement. For complaints in these areas, the Unit can conduct investigations and issue orders when individuals are dissatisfied with the result of the local complaint process. This work seeks to ensure our schools and districts are free from discrimination and other violations that inhibit learning and prevent a sense of security and belonging.

2. **Are there any rule(s), statute(s), or recently passed legislation related to this topic, program, or initiative? If so, please list and describe each.**

Oregon Administrative Rules (OAR) Chapter 581, Division 75 governs the Unit's processes and work.

3. **Has this topic, program, or initiative been presented to the Board before? If so, when, and how has it evolved since then?**

   Yes, on October 17, 2024, the Complaint & Appeals Resolution Unit presented its most recent set of rule adoptions. These rules have been in effect since October 23, 2024.

4. **Was this presentation at the request of the Board or at the request of Department staff? Who was involved in preparing this presentation? Did it involve collaboration with external partners?**

   This presentation is at the request of Department staff and was prepared by members of the Complaint & Appeals Resolution Unit and the Government and Legal Affairs Manager. No external partners were involved.

5. **What is the purpose of this presentation? Why is this presentation coming before the Board now? How can this information be used by the Board?**

   The purpose of this presentation is to provide an overview of the Unit's work, information on the Unit's current caseload, and a preview of the rule changes the Unit will seek. The Unit is currently working on building efficiencies in its processes in order to resolve complaints more quickly. Some of these efficiencies will require changes to the Unit's governing rules. The Unit would like to provide this information to the Board to establish the context and need for rule changes and answer any questions prior to the Unit formally proposing rule changes.

6. **How has this presentation been informed by an equity lens? How does it account for historical and current patterns of neglect and oppression? How does it reflect the unique realities faced by Oregon's small, rural, and remote communities?**

   Equity demands that the Unit's complaint processes are accessible, comprehensible, and conducted within a reasonable timeframe. Complainants who have experienced discrimination or mistreatment within their local schools should not have to overcome burdensome, complicated, and lengthy processes to get their concerns heard and their complaints resolved. The Unit is committed and actively working to make its processes and communications more equitable and efficient. The rule changes the Unit will propose to the Board will be a critical part of this effort.

7. **How does this presentation reflect the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability? How does it advance the Board's Mission, Vision, and Values?**

The Complaint & Appeals Resolution Unit's efforts to make its processes more equitable and efficient directly contribute to making Oregon schools places where students can thrive academically and where they feel welcome and supported. By ensuring that all students, families, and members of the public can access a responsive complaint process for addressing incidents of discrimination and other school-based harms, the Unit can help uncover and remedy some of the behaviors and practices that stand in the way of student wellness and success. The Unit looks forward to working with the Board to achieve this goal.

ATTACHMENTS

All documents submitted for Board presentations must meet the Department's accessibility standards for publicly posted documents. We cannot post a document on BoardBook that is not accessible.

8. **Please list any additional materials (for example, a separate slide deck, report, or memo) that have been submitted as part of this presentation. For each, please provide a brief summary of the material and describe why it has been included.**

Beyond a slide deck for the presentation, no additional materials are submitted.

Complaint and Appeals Resolution Process

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Agenda

Overview of Complaint & Appeals Resolution Process

Current Caseload Data

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Rulemaking Preview

Questions

Complaint Process Overview

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Complaint & Appeals Resolution Unit

Discrimination (ORS 659.850)

Violations of Restraint & Seclusion law (ORS 339.285 - 339.303)

Retaliation (ORS 659.852)

Violations of Division 22 Standards (ORS 327.158)

Religious Entanglement (ORS 327.109)

Other Units at ODE

Special Education (IDEA)

Abbreviated School Day Programs

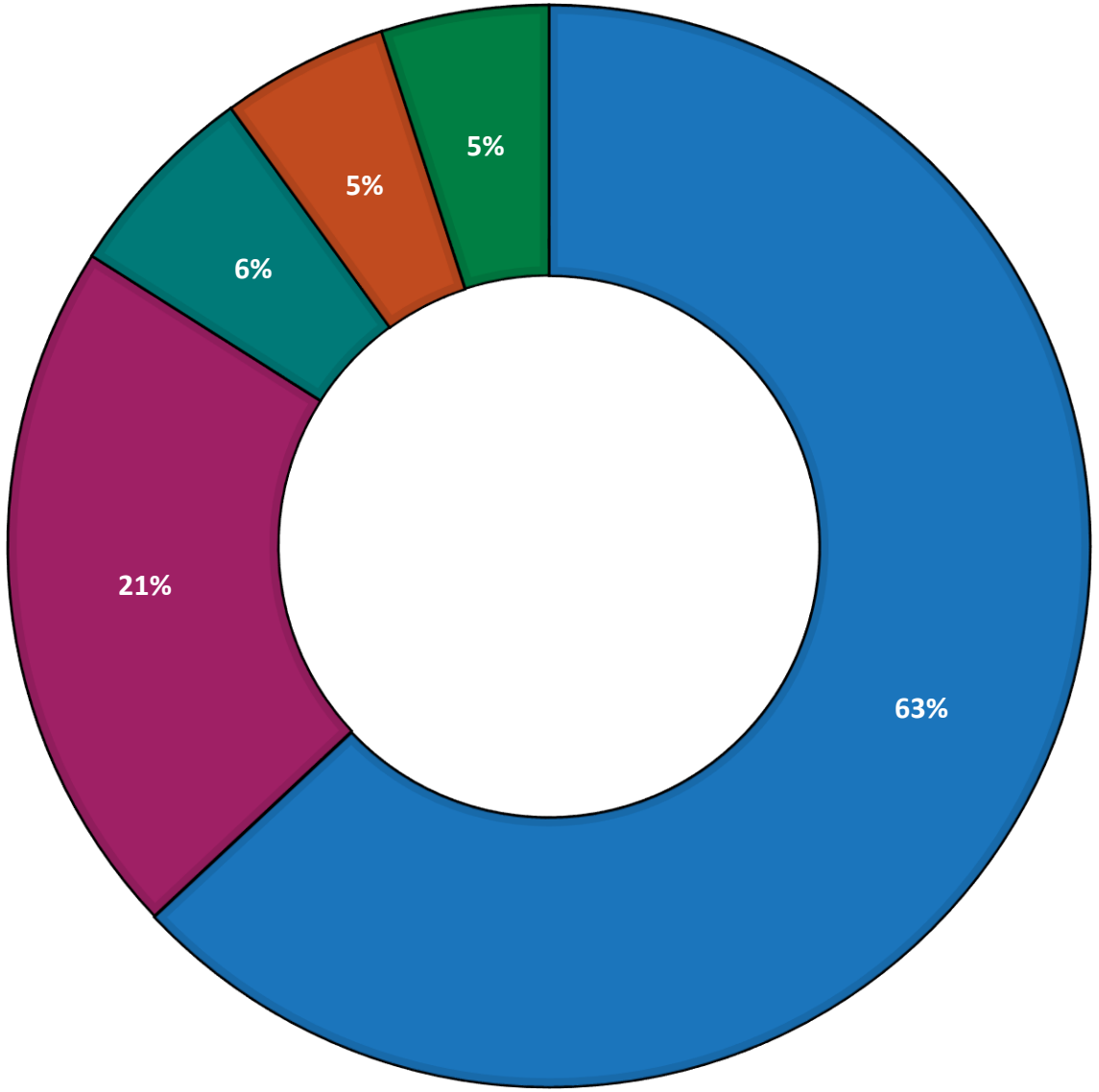
Reports of Sexual Conduct 588

Child Nutrition



Allegations by Type

- Discrimination
- Retaliation
- Violations of Division 22 Standards
- Violations of Restraint & Seclusion laws
- Religious Entanglement



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NOTE: This process was adopted by the Board in October 2024. Cases accepted prior to that are handled under the previous process.

Complaint

Intake Review

Is this complaint within our authority, timely, and ripe?

Notice: Accept or Deny

14 days from date complaint filed; can extend for good cause

District Response

30 days from Notice of Acceptance; can extend for good cause

Investigation

Fact finding

Order Drafting

Applying the law to the facts

Final Order

210 days from Notice of Acceptance; can extend for good cause

Corrective Action

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Division 22 Complaint Process

During the October 2024 rulemaking updating ODE's complaint processes, Division 22 was split out from other complaint processes due to statutory differences. As a result, there are some differences in how ODE processes Division 22 complaints versus discrimination or retaliation complaints.

Key Differences:

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- Notice of investigation issued to district only
- District response only if requested by ODE; time and manner of response determined by ODE
- If found deficient, district prepares corrective action plan for ODE approval

SB 141 (2025) requires the State Board to adopt a complaint process for Division 22 and 24. This will be a separate rulemaking in fall 2026.

Appealing Agency Orders, Two Options:

Reconsideration

This is a request directed to the agency to reconsider its decision.

Judicial Review

This is a petition filed in the Circuit court, asking the court to overturn the agency's decision.

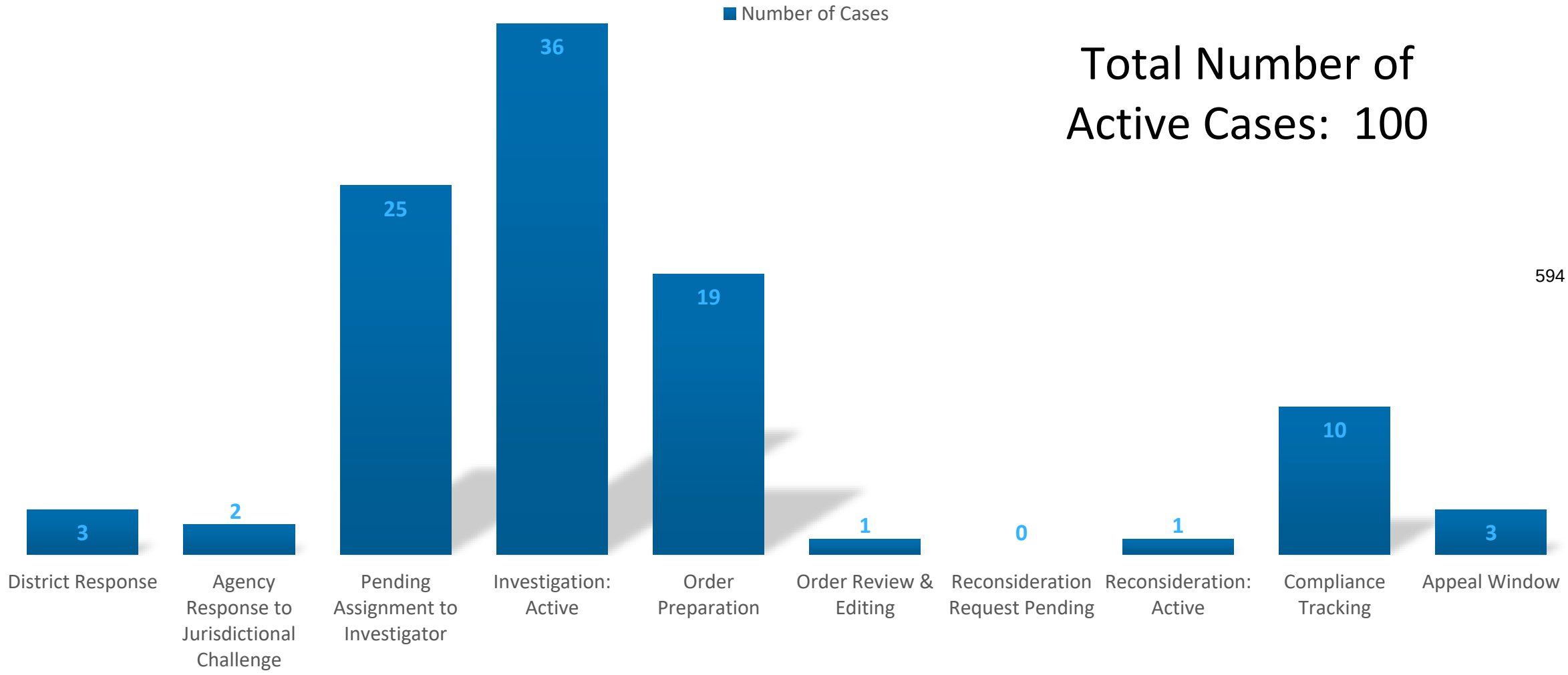
- Timeline to file is 60 days from date final order is issued
- If reconsideration is requested, petition for judicial review can be filed following reconsideration process
- Process and timelines are not established by ODE or the State Board of Education



Program Data

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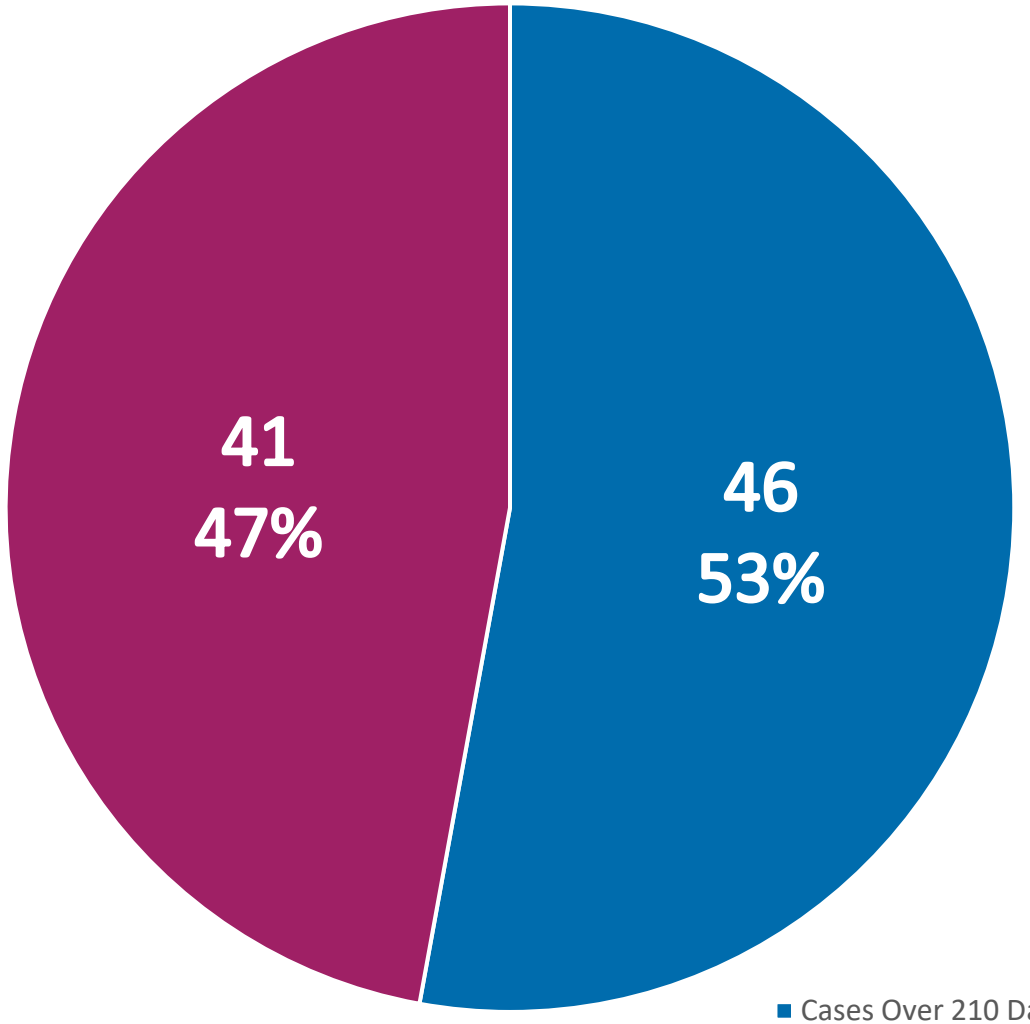
Where Cases are in Process



Total Number of Active Cases: 100

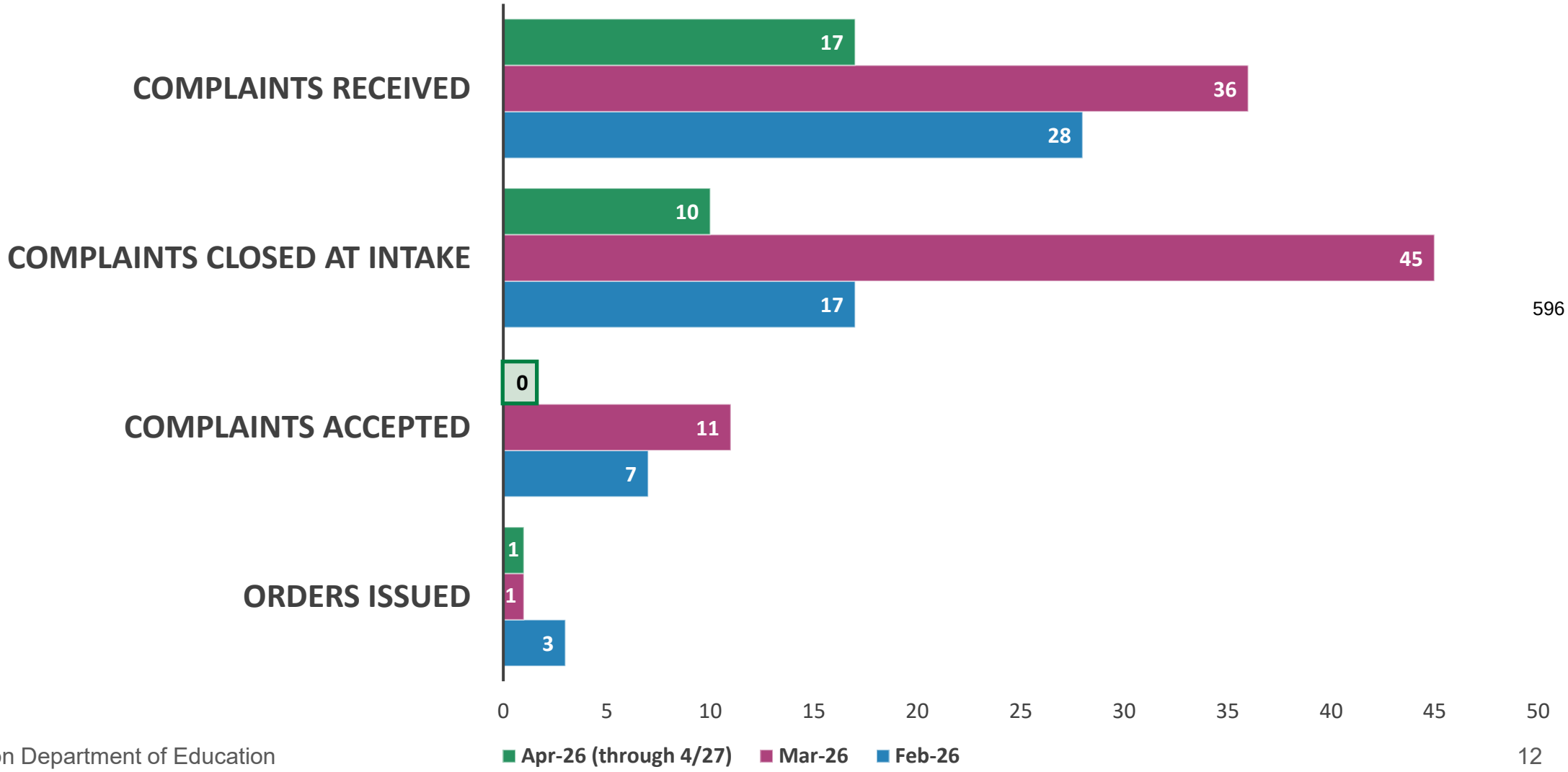
594

Cases Under 210 Days vs Cases Over 210 Days

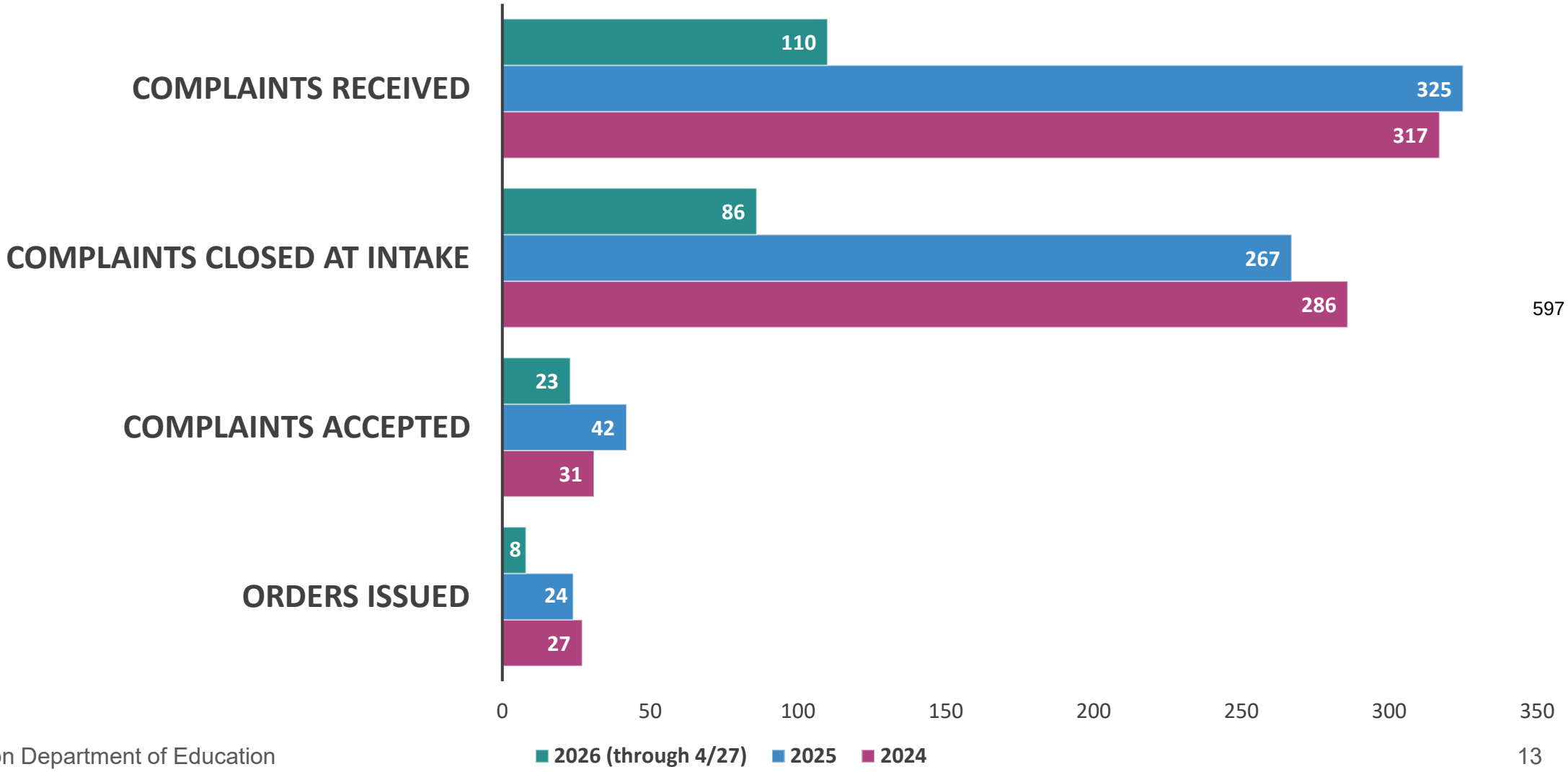


595

Month-To-Month Comparison



Year-To-Year Comparison



Rulemaking Preview

598

Overview of Rulemaking Topics

- Create efficiencies to increase timeliness in addressing complaints
- Update rules to align to recent legislation
- Update rules to create clarity and address areas of confusion

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Complaint Process Rulemaking Timeline

January 2027

ODE Ongoing Rules Community Advisory

(Presentation)

February 2027

State Board of Education,

First Read

March 2027

ODE Ongoing Rules Community Advisory

(Rules at a Glance)

April 2027

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State Board of Education,

Second Read/Adoption

Division 22/24 Complaint Process Rulemaking Timeline

September 2026

ODE Ongoing Rules Community Advisory

(Presentation)

October 2026

State Board of Education,

First Read

November 2026

ODE Ongoing Rules Community Advisory

(Rules at a Glance)

December 2026

State Board of Education,

Second Read/Adoption

601

Questions

